REPORT RESUMES

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THE DROPOUT PHENOMENON, A PLAN OF ACTION.

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ORANGE COUNTY BOARD OF EDUC., SANTA ANA, CALIF.

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DESCRIPTORS- DROPOUT PROGRAMS, *DROPOUT REHABILITATION, DROPOUT RESEARCH, POTENTIAL DROPOUTS, DROPOUTS, DROPOUT CHARACTERISTICS, DROPOUT ATTITUDES, *DEMONSTRATION PROGRAMS, *SUMMER PROGRAMS, *EXPERIMENTAL CURRICULUM, *DROPOUT PREVENTION, HIGH SCHOOL STUDENTS, DROPOUT TEACHING, JUNIOR HIGH SCHOOL STUDENTS,

A THREE-YEAR SUMMER SCHOOL PROGRAM FOR HIGH SCHOOL DROPOUTS AND POTENTIAL DROPOUTS IS DESCRIBED. EMPHASIS IS PLACED UPON--(1) SELF-ANALYSIS LEADING TO NEW ATTITUDES, (2) IMPROVED MASTERY OF ENGLISH, READING, MATH, AND STUDY SKILLS, (3) A SUCCESSFUL EDUCATIONAL EXPERIENCE WHICH INCREASES STUDENT CONFIDENCE, AND (4) A PROFESSIONAL STAFF WHICH IS EXCEPTIONAL IN TEACHING ABILITY AND TRAINED IN EITHER GROUP GUIDANCE, VOCATIONAL GUIDANCE, OR TEAM TEACHING. THE SCHOOL WAS ATTENDED BY 300 STUDENTS. SPECIAL ASPECTS OF THE PROGRAM INCLUDED--(1) A CURRICULUM BASED ON THE CREATIVE ANALYSIS APPROACH TO PROBLEM SOLVING, (2) PARENT INVOLVEMENT, (3) HEALTH EXAMINATIONS AND DEFICIENCY CORRECTION, (4) FIELD TRIPS, (5) TRAINING IN TEST TAKING, (6) CAREFUL TEST INTERPRETATION, (7) ENCOURAGEMENT OF EXTRACURRICULAR ACTIVITIES, (8) AN EXTENSIVE FOLLOWUP PROGRAM, AND (9) VARIATION OF CLASS SEQUENCE FOR EACH STUDENT EACH DAY. THE PROGRAM DESCRIPTION COVERS THESE AREAS--THE NEED FOR THIS TYPE OF SCHOOL, COUNSELING AND GUIDANCE, VOCATIONAL GUIDANCE, DROPOUT STUDIES, CURRICULUM, EXTRACURRICULAR ACTIVITIES, HEALTH APPRAISAL, PSYCHOLOGICAL DATA AND EVALUATION, THE FOLLOW-UP, PROGRAM EVALUATION, DROPOUTS COMPARED TO STAY-INS, WHAT WAS LEARNED ABOUT THE DROPOUT, AND A PILOT DROPOUT PROGRAM FOR STUDENTS COMPLETING SIXTH GRADE. (PS)

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DROPOUT RECOVERY

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A Planned Program

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SCHOOL PRINCIPAL

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THE DROPOUT PHENOMENON

A PLAN OF ACTION

By

RALPH C. HICKMAN, PH.D.

JULY, 1967

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PREFACE AND ACKNOWLEDGMENTS

I have finished this documentation after six years of involvement and commitment to the study of the educational failures - the SCHOOL DROPOUT.

Life looks good to me now. I see the sunlight out of my trailer window where I have buried myself one hundred miles from my family for over several weeks while putting all of the research material together. I now can see the distant mountains over the long desert plains - the yucca trees are beginning to bloom and the desert flowers are about to spring forth from the good earth.

It seems scarcely possible that six years have passed and over seven and one-half million teen-age boys and girls have dropped out of school, never to receive their high school diploma since this study began. What will happen or will anything change in the field of education to help these millions of teen-agers who have left the halls of ivy without a completion certificate.

Something happens when one writes a book about which he feels so deeply involved - he becomes a creature of his book; for as he pours ideas and emotions into it, the process shapes him so that he can never be the same. Writing clarifies positions and surely commits one's soul often far beyond what one ever imagines possible. You feel your head on the block just waiting for someone to release the guillotine blade. It is much easier to give speeches than to write. In speech making, you can remain placid and actually, uncommitted, but committed I am.

This book is as factual as humanly possible. Thousands of man-hours have gone into checking and rechecking the statistical data, and the questions of the students, parents, and staff who were involved in the study to make sure no mistakes have been made. The writer realizes that no one is infallible, but can honestly state that the facts and statements given in this book are true to the best of the writer's knowledge.

The purpose of this book is to help the reader better understand the problem that faces the young student who either leaves or is forced out of school before he completes his high school diploma. It is hoped that a better understanding will motivate educators across the country to develop programs such as described here that will prevent the millions of our youth from wasting their talents needlessly on the streets of our cities. The program herein described certainly is not the only answer, but it is a step in the right direction and has been proven to be effective in preventing school dropouts.

In writing this book, I have been helped much by my wife who has constantly supported and inspired me, as well as my two sons.

Mrs. Naoma S. Troxell has been instrumental from the outset of this study by encouraging its beginning and taking a gamble in persuading me to start the study under known opposition from within the educational field.

I am grateful to L. T. Simmons and F. A. Grunenfelder, the two county superintendents for whom I have had the pleasure of working during this period, for their encouragement and support in this study; also to Mr. Thomas F. Kelly, who joined our staff in the middle of the survey study of the high school dropout and who completed the two years' statistical data as to the causes and characteristics of the school dropout. He enabled this writer to bring you the study on the kind of action program as the summer school was developed during this time.

Since the finances were supported by the federal government, I want to express my appreciation to the Bureau of Pupil Personnel in the State Department of Education in Sacramento and Washington, D. C., and to the Orange County Board of Supervisors for their financial support of portions of this study. The Orange County Board of Education has been vitally interested in this study and I appreciate their visitations to the program.

I am extremely grateful to the twelve superintendents of the high school districts of Orange County for their splendid cooperation. Without their support, we would not have been able to initiate this program.

Finally, I want to thank the staff members who have been involved in this experimental study. It has not been easy for them; they have stayed with the task that was set before them, and they have conquered the challenge that heretofore had not been accomplished.

I would like to acknowledge by name over four hundred students who participated in this research, but since the research area is highly confidential, it seems best to withhold their names, however, I am indebted beyond my ability to repay for the students' participation and confidence in this study.

Dr. Ralph C. Hickman

BACKGROUND AND INTRODUCTION

This book is concerned with a unique educational program — a summer school sepcifically designed for and limited to potential and school dropouts. It was operated in the summers of 1964, 1965, and 1966 in Orange County, California. The purposes, organization, and student body of the summer schools were the outcome of an analysis of facts gathered in a longitudinal study of the school dropout problem in Orange County secondary schools.

In 1960, the president of the United States, John F. Kennedy, concerned himself and the nation over the wasted manpower of the students who were dropping from school at a rate of a million and a half per year. The emphasis and the interest from the nation's capitol moved the governor of California, Edmund "Pat" Brown, to appoint a special study commission on juvenile justice. At the request of the commission, the State Department of Education undertook a study of the proper role and responsibilities of the public schools in preventing juvenile delinquency and possible ways of strengthening the school efforts in this direction. The author was appointed co-chairman of this state-wide committee to conduct this study. Information and materials were gathered through a series of studies conducted in Humboldt, Los Angeles, Marin, Orange, San Diego, San Joaquin, and Santa Clara counties of California.

In each county, a special study group was formed and given the responsibility of surveying opinions, identifying problems, and formulating recommendations concerning the school's role in combating juvenile delinquency. Membership in the study groups included elementary and secondary school superintendents, county directors of guidance and research, elementary and secondary school principals, vice principals, juvenile hall principals, school psychologists, psychometrists, teachers, counselors, child welfare and attendance personnel, school nurses, police officers, probation officers, civic leaders, and religious organizations.

At the conclusion of the state-wide study, the report was written with recommendations and submitted to the state legislature in California in 1961. One of the major recommendations of this study was that local school districts, county schools offices, and the State Department of Education should take steps to provide school programs that are sufficiently flexible to meet the needs of the so-called potential dropout or dropout students. The recommendation suggested the development of a more flexible program that would offer stimulating and challenging educational experiences to all children and youth.

The California Educational Code makes districts and county boards of education responsible for developing and adopting courses of study. However, special attention should be given to the identification and guidance of dropout and potential dropout students. Most school dropouts leave upon reaching sixteen years of age, however, if they remain in school, they should be identified and given special attention much earlier.

Thus, from the recommendation of the state legislature, State Department of Education, and the governor of the State of California, individual county schools offices we[illegible]given the responsibility to identify and search for changes in the educational program which would benefit the hundreds of thousands of youngsters who are leaving school each year and entering the labor market unskilled and untrainable for a life of work.

In order to localize the problem, the County Superintendent of Schools in Orange County appointed a local committee to study youth and youth problems in the County of Orange. Mr. Richard T. Hanna, state assemblyman, and chairman of the Assembly Education Committee, and the author as co-chairman, engineered the formation of a local citizens' committee. This committee was assigned the task of making an in depth study of the school dropout problem in Orange County. The committee first conducted a thorough study of available research that had been done throughout the nation on the problem. The study committee found that the definition of the school dropout varied from city to city and from state to state. For the purpose of this study, the committee felt it should make its own definition. The committee identified school dropouts as: students who had entered school in the ninth grade or above and left without a valid transfer or completion of attendance through the twelfth grade.

Armed with a workable definition, the committee turned its attention to studying those students who were withdrawing from the public schools in the county. Three questionnaire forms were designed to serve as instruments with which to make the study. One of these was used to determine the effectiveness of preventive programs then in operation in the county. Copies of these questionnaires were mailed out to all secondary school principals in the county. The questionnaires were to be completed by certified persons, preferably vice-principals or counselors, for each student who checked out of school during the school year of 1962-63 and the first semester of 1963-64.

The second questionnaire was mailed out to the last known address of each student reported by the high school as having dropped out. It was designed to get direct statements from the students themselves on much of the same material sent to the schools to be filled out by the counselors and vice-principals.

Statistical analysis of the returned data provided the following information:

(1) The estimated dropout rate for county schools was approximately 22% from grades nine to twelve.

(2) 57% of the school dropouts were boys and 43% girls.

(3) The average age of girls who were dropping from school was less than boys.

(4) The intelligence scores of all dropouts were higher in the upper grade levels. The material indicated that the boys and girls who were dropping from school had average ability but were functioning on achievement levels in the lower third of their class.

One of the questions on the students' questionnaire asked if students would like to attend a special summer school for the purpose of readying themselves to return to regular school. A surprisingly large number of students indicated a desire to attend such a school. Although this questionnaire was only designed to ask students if they would attend, several hundred and their parents contacted the county schools office wanting to know where the school was and when it would start. It was not the plan of the committee at this time to operate a school; the question afforded an opportunity to see if students would attend such a summer program if operated.

It was apparent from the lengthy comments of the students who were dropping out of Orange County Schools that the school curriculum and functions were not meeting their needs, thus, the committee, data in hand, explored its next step, that of securing some type of program that might be beneficial and acceptable to these hundreds of students.

The statistical analysis of the data collected indicated that a majority of the dropouts recognized their need for a high school diploma, but could not achieve this goal without special assistance. Most of them were non-conformists; many of them looked upon conforming to school requirements as dishonest or finking. They lacked confidence in themselves and their ability to learn effectively. They were emotionally disturbed by failure and on the defensive. They were deficient in their mastery of the basic tools of learning. In general, they were a lonely group who neither understood the rest of the youth of their age or themselves.

The committee felt that the author should make a nation-wide study of the on-going programs in preventing and working with school dropouts. Visitations to the East Coast, including New York City, Chicago, and Detroit, proved to be a very rewarding experience because the author learned that in these areas the emphasis on working with school dropouts and potential dropouts was on vocational training. It was the committee's conclusion, however, that this was not the approach that we should use in working with the school dropout in Orange County, although there is definite need for vocational and occupational training also. Industry personnel in Orange County stated, "We want out students with a high school diploma and we will train them upon their entry into the labor market." Therefore, it was felt that in order to meet the needs of youngsters of Orange County, we must provide:

(1) an educational program built around a dynamic philosophy in which self-analysis, and through this an understanding of one's weaknesses and strengths, provides the foundation upon which to build new attitudes and new practices,

(2) improved mastery of the basic tools of learning in English, math, reading, and study skills,

(3) a successful educational experience that would build enough confidence within the student to encourage him to return to an educational institution for a high school diploma or its equivalency,

(4) the services of a professional staff who were not only exceptional in their own field, but trained in a specific area of group guidance, vocational guidance, and team teaching.

Thus, the primary interest would be the recovery of the school dropout or retention of potential dropout students, helping them to re-enter or remain in an educational institution for the completion of a high school diploma. This is the unique point that makes this program for potential and school dropouts different from those tried elsewhere in the United States. The school would operate in the summer time for a six-week period and would be based on voluntary applications from students who wanted to enter the school.

The purpose of this book is to discuss the methods and philosophy of working with these youngsters over a three-year period in five separate summer school sessions. The first summer of operation was in 1964 and involved sixty students. The success of these sixty students encouraged the county and state officials to attempt a program a second time in 1965 with such modifications as an increased number of students to eighty. At the end of the 1965 program, this unique approach to dropout recovery had received national recognition and had been awarded the distinction of being the number one program in working with potential and school dropouts in the entire nation.

The federal Office of Education in Washington, D. C., under Title III of the Elementary and Secondary Education Act of 1965, granted $200,000 to operate three separate summer schools in the summer of 1966. Two of the summer schools were to be similar to the previous 1964 and 1965 schools since they would house approximately one hundred high school students who were dropouts or potential dropouts. The third summer school would be open to potential dropout students who had completed the sixth grade, were going into the seventh grade, and were recommended by a teacher, counselor, or principal who felt these students would benefit from a specialized program designed to meet their personal needs. The material presented herein is the result of the three summer operational schools involving over four hundred and eighty students, one hundred and eight of whom were sixth graders.

The reader is reminded that the original plan of the first dropout recovery school in 1964 was only for a one-year period, that there was considerable question from educators throughout the county and members themselves whether such an experimental and pilot program would be effective and interesting enough for students to give up their summer vacation time to attend the special summer school. We were armed with our preliminary survey in 1963 when students returned the questionnaire that they would be interested in this type of program, however, our concern was whether an expression of interest mailed on a questionnaire would mean an actual commitment a year later when such a program would be in operation. Secondly, we were unsure of financing such a program or the actual cost that would be involved, however, with the support of the Orange County Board of

Supervisors who agreed to pay the cost of the expenditures in providing the curriculum for the school, and the Orange County Schools Office providing one of its small facilities normally used during the school year as a school for mentally retarded youngsters, which would house approximately one hundred students. This was made available for the operation of the first summer school in 1964. The National Defense Education Act Title V 1958 agreed to support the guidance and counseling expenditures of the school.

Thus, with the financial arrangements settled, chronologically, the next step was the recruiting of a part-time professional staff member to assist the author in acquiring students to attend in 1964. The position of an assistant required a valid California general pupil personnel credential and a background of counseling and psychology. The major responsibility of the assistant was to recruit approximately sixty students from the twelve high school districts within Orange County. The study had indicated that any one of the twelve high school districts could provide the sixty students. Wanting to inform as many district personnel as possible of the benefits of such a program, however, a percentage of each of the districts' average daily attendance was set up as to the number of students each district would have in the program. In other words, if District A had 26% of the total county enrollment, 26% of the summer dropout students would be admitted from District A.

The steps in the organization and recruiting for the program included a preliminary survey of current literature relating to programs in effect in the United States dealing with problems of students dropping from, and a review of statistical reports from federal, state, and county agencies involving the dropout as to (1) his employment record, (2) success in evening high school and continuation school, and (3) what his success or failures were when he re-entered a regular high school. A questionnaire was designed in the spring of 1964 and six hundred of these were mailed to the young people whose names had been turned into the county office as the students who had dropped from school that year. Approximately two hundred of these students returned the questionnaire indicating their interest in attending the six-week summer school in the summer of 1964. Approximately one hundred students returned questionnaires stating they were not interested in such a program. Of the two hundred questionnaires returned, one hundred were selected at random for preliminary survey to study the school dropout in order to help the interviewer determine the availability of the students for the program and to determine how effective various communication media would be in contacting the students.

It would also help the interviewer develop the kind of information which would be included in a letter to approximately twenty-four hundred students who were expected to drop from school during the 1963-64 school year. Another question that was of concern at the beginning of the program was that the facilities available for the first summer school were in a small school operated during the year by the County Schools Office for the mentally retarded youngsters. It was wondered if such facilities would effect recruitment of the school dropouts. The question was raised, "Would the school dropout and his parents react negatively to the school name which has been known county-wide as a school for mentally retarded children?" Our findings were negative. Neither parents nor students objected to the school at all. In fact, as the students began their first weeks of school, the question of renaming the school was brought up and the student body asked that the name remain as it was so change was not necessary.

Another question in the recruitment phase of the students - "How would they react to types of contact, such as phone, home visitation, personal letter, or other means?" Out of seventy-one students contactedby phone, only five indicated thay had any interest in learning more about the summer school itself. None of that five attended the school. Students who were referred by school personnel and interviewed in the county office all expressed a very positive interest in the program and all attended. Approximately 50% of the students interviewed in the home as a result of school referrals expressed an interest in becoming a candidate in the program.

The conclusions drawn from the preliminary survey made of the one hundred students selected at random indicated that phone conferences were a totally unsatisfactory method of contacting students when no other communication has preceded it. Secondly, school personnel were very cooperative and their recommendations were invaluable. Third, appointments made by parents for their students would not necessarily be faithful commitments, as appointments made by the students were kept more faithfully. Fourth, parents were more enthusiastic for the students to participate in the program more than the students were themselves. Fifth, the actual visiting of the student's home pointed out rather sharply the multitude of problems that the students and their family were facing. Sixth, these students were a rather disillusioned group of individuals who had suffered many failures. They were very reluctant to believe that "school" was going to offer anything different in the way of instruction or counseling than they had experienced before. Seventh, as no transportation was to be provided, the problem would prevent many students from being interested in participating in the program. We learned from the preliminary survey that communications from the county office directed to the student himself and addressed to him and not the parents were most effective, and that interviews held in the county office rather than the home or school were the best means of securing contacts for the summer school program. This appears to be based upon two reasons: (1) the consideration of time and expense involved in traveling of the interviewees to the home, and (2) the coming to the county office showed more initiative and earnestness of the students. During the interviews, the student was informed that there would be no transportation provided, that he would have to come to school on his own, to get to school the best way he could, that school would be cost-free, and that he would receive regular high school credits. The student was also informed that he would be selected based upon his interest and the recommendation from his school. Parents were impressed with the fact that the program was sponsored by the county superintendent of schools and that they were initiating the program and interested in helping their students who had dropped out of the local high school districts. With the information gathered from the one hundred sample cases, the recruitment of sixty students was fulfilled by June, 1964.

STAFFING

The consideration of staff to function in this program did not become part of the original planning as one might expect, for as you are developing plans for such an endeavor, you are not sure that the proposed project will be financed. Secondly, you are unsure whether there will be enough students who will really be interested enough to commit themselves to give up their summer vacation time to enter into a proposed program such as this. Even though the research had indicated that students were interested in this type of a program, the actual analysis of the type of counselors and instructors needed did not develop until the summer program was actually approved, and we knew six months prior to the opening that we were going to have a school.

As soon as the project received financial support from the National Defense Education Act and the Board of Supervisors for the County of Orange, notices went out to all school districts asking for applications from teachers and counselors to work in this experimental program. Over two months passed after the original announcement and no one had made an application to work in the project. Generally, it was considered absurd that any one would attempt a program of this nature drawing from a population of over one million people, taking students from twelve separate high school districts who had not known each other with the only common problem that they were school dropouts. It was the general opinion that a school of this nature would become nothing more than a juvenile hall for the mass of delinquent and pre-delinquent youngsters. These opinions made the problem more difficult. The director called on three personal friends who were outstanding counselors in their own right. These three agreed to participate in the project rather than see it fold for lack of professional interest.

The curriculum portion of the program was equally difficult to staff. It was only through the efforts of Dr. Albert Upton, Whittier College, that we were able to obtain teaching personnel. This was primarily because we had agreed to attempt the Creative Analysis approach to problem-solving as Dr. Upton has been involved in this phase of curriculum philosophy for over twenty years. He personally had not seen it attempted at the level at which it would be proposed in the Summer Guidance School and was intrigued with the thought of seeing whether it would work or not. Thus, with the agreement that we would use the Creative Analysis approach, Dr. Upton assured the director that he would obtain the necessary teachers in English, math, and reading. He was able to attract three of his former top students, two who were actively teaching in Los Angeles County and one in Orange County, that he thought would be able to do the job well.

Quantity was not substituted for quality. It was the philosophy of the director that, in order to have the best results from the summer school program, one must have the very best teacher and counselor within the scope of the educational field. For it takes the top professional person to fully understand and relate the curriculum to the needs of students who normally are not motivated and who have witnessed continuous failure in their educational career. Another factor taken into consideration was that the staff working with these youngsters must be not more than one generation removed from the teenagers themselves. It was the opinion of the director that the faculty needed to have experience in recent young adulthood or children in the home with ages close to those with whom he would be working. Second, the female members of the staff must present a very attractive and neat appearance. In the three programs, these criteria were followed; students with this range of problems needed adult models with whom they could identify.

The educational requirements that all professional personnel must have a master's degree and teaching experience were met. The stereotyped professional educator was immediately eliminated. The teacher who taught directly from the textbook was eliminated. What was needed and obtained in this program was counselors and teachers who were individually creative and self-motivated, and not easily discouraged.

The students that were accepted into the school program did not necessarily have middle-class experiences. Therefore, they lacked middle-class values and goals. The teachers and counselors who worked with the socially disadvantaged dropout or pre-dropout student must be reminded continually that this type of youngster does not automatically have middle-class goals such as desiring to finish high school. Teaching these goals must take place; that is, we must concentrate on this as the first step. One cannot make the mistake of assuming that all young people appreciate education. Every effort must be made to instill, even though the method may be somewhat artificial, this particular value. Vocational guidance is more meaningful; classwork becomes more purposive.

Motivation for the dropout or potential dropout is not intrinsic; it is rather a case of extrinsic motivation. This type of student usually comes from an environment where ambition, if it exists at all, is basically dependent upon the monetary benefits of the present. Long range goal-seeking behavior is practically non-existent. As a result, the teacher of dropout students must capitalize on every effort that the student makes, no matter how minimal these efforts may seem to be as compared with the regular school situation. This does not mean that one should imply a "lowering of standards" nor an approach to the mediocre but rather a concentrated effort to begin at each student's level, taking into account that he must, by necessity, be on a different level than those who naturally accept and internalize the regular school standards. In practical terms, the teachers and counselors must utilize artificial methods to motivate the students. This involves a most fundamental concept in any educational program; that is, that teachers and counselors must lay stress on the needs of each student to compete with himself only and to devote his emotional and mental energy to his own progress. Too often educators make the mistake of encouraging peer competition among individuals who, having experienced failure so often, find they cannot successfully compete and thereafter rebel. In addition to this lack of ability to compete with their peers, these students, because of their tendency to distrust adult authority figures, need positive "proof" in order to believe the teacher-counselors who give praise. These students need to know that the praise is not idle flattery. For these reasons, the use of commendation notes, appraising the student and his family of his improvement and diligence in the subject area and an individual folder as repository of his daily class work provided a meaningful "proof" to every student.

Another useful means of motivating the students is through parental praise. The parents can be encouraged to comment on the improvement exhibited by their children.

Contact with parents was made by teachers and counselors. It was important that at the contact time, the parents were given a realistic appraisal of the student's progress. The staff were appraised that these students needed the positive aspect of their behavior interpreted to their parents rather than the negative. Thus, in the selection of the staff to operate the summer school, an understanding of the basic foundations of educational psychology and learning procedures were of utmost importance.

The selection of the staff for the 1965 program was not as difficult as it had been for 1964 due to the publicity that the program had received and the fact that the endeavor had been successfully completed without violence, or any major unsettling difficulties. These students proved to be extremely well-behaved and thus, more professional educators applied for a job in the summer the second time. During the 1966 program, hundreds of applications came from within the county and state and twelve applicants from out of the state. By the third year, the program was well-accepted and had been written up in Washington, D. C. as the number one program in the nation. Therefore, success brought applicants from all over. The same criteria for selecting the staff were used, however. Interviews continued as they did in the first program of 1964. Over two-thirds of the applicants were eliminated because of their personal background as an educationally stereotyped teacher or counselor with preconceived ideas on how to work with school dropouts. The total staff involved in the three summer schools were as follows:

1964 ———— three counselors, three teachers, one director, one secretary; (60 students);

1965 ———— four counselors, five teachers, one psychologist, one assistant director, one director, two secretaries; (80 students);

1966 ———— fifteen counselors, fifteen teachers, three psychologists, one coordinator of psychology and guidance, three principals, one nurse, one administrative assistant, one director, eight secretaries; (346 students).

SCHEDULING

Basically, the school schedule provided for the following:

(1) one fifteen-minute assembly at the beginning of each school day to give the students and the faculty an opportunity to meet together collectively. This proved to be a cemeter which promoted unity and togetherness much quicker than any other means available to us;

(2) six thirty-seven minute modules which allowed each student four modules of academic classes and two modules of group or individual counseling. Each student was scheduled into these six daily modules. Thus, he had to take English, math, reading, and study skills, as well as see his counselor for two periods each day for the entire summer;

(3) one fifteen-minute recess during which time a commercial food-vending truck was on campus and sold its wares to the students. For many of them, this was their first opportunity for breakfast. It was learned throughout our study that most school dropouts do not have a good, healthy, eating schedule.

(4) three-minute passing periods between classes. We had learned from experience that a five-minute passing time was too long as it gave the students an opportunity to either stop for a smoke or to linger with their friends. We felt it was best to move quickly between classes rather than permit time for lingering and visitation.

Students were initially grouped into five sections as determined by their reading ability scores. Section composition varied as different needs were identified; that is, social adjustment, higher reading ability than initial testing revealed, participation in the school dramatic plays, and so forth. The class schedules were changed daily so that the students did not attend the same class at the same hour on any two consecutive days. This scheduling procedure proved to be highly successful. Many comments were made by the students that one of the things they objected to so vividly in regular school was the thought of going to the same old class the first period each morning. Let's say that a student had an English class at the beginning of each day in his regular school. The student who had poor reading ability and was failing his English class naturally would reject the idea of facing a failure the first thing in the morning. Thus, with this in mind, classes were changed so that students did not have English or math first period each morning. Students thought it was exciting to come to school not knowing what class they would have first and to find a schedule made out for them when they arrived on campus. It was like a guessing game: "What class will I have first period?" It is little techniques like this that work with the high school dropout. He is basically creative, a seeker of different experiences and activities, and this provided that stimulation and interest for him. One mother reported that her daughter arose at six o'clock to be ready for the school bus half an hour before time, whereas in the regular school program, she could not get the girl up to go to school. The fact the girl did not know what classes she would have first period was exciting to her.

By placing class modules back-to-back, two given groups of classes could increase their class time from thirty-seven to seventy-four minutes when teachers needed a longer time to cover a subject matter than arranged on the original schedule.

FOLLOW-UP STUDY

Why do dropout campaigns fail? An article appeared in the Saturday Review in 1966 stating the reason why dropout campaigns fail is that there is no follow-up once the student has been engaged in special activities, however, this study from its beginning included a follow-up and systematic evaluation of the progress of the students whether they returned to school, home, or to work. This follow-up consisted of ten months of personal contact between the summer school counselor, who met with the author to discuss and evaluate the students' progress, and the students themselves. The follow-up study and its application to the program is listed in a separate portion of this book.

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PART ONE

CHAPTER I

"Last Year I Was A School Dropout"

"Last year I was a school dropout. This year I am back in school, enjoying it, and have a B average. Many people think of school dropouts in a general way and tend to put them in a class to themselves; stupid - rebellious - with a don't care attitude. This is unfair. There are many reasons why students leave school and not many of them are frivolous as some may think.

"To begin with, I feel that it is more natural for young people to want to stay in school, simply because that is where their friends are. At the summer guidance school, I met people who had dropped out because they had married, some had to work as the money was needed at home. Others were slow learners and could not keep up with the work, and some who could not adjust to the rules and restrictions of school life. In my own case, I had missed a lot of school due to illness, and this added to the fact that I had come to California from another state, put me behind in my subjects. I was informed by my principal that I could not pass this year and he advised that I should drop out of school to perhaps try again the following year. I probably would have stuck it out anyway, but to be truthful, I was not happy at the school. It may be a situation that is peculiar to Southern California with its unstable population, but I could not identify myself to any one group. In short, I was an outsider, and to be an outsider today is like being dead. And so I left school and I am sure that I would not have gone back had it not been for the summer guidance school. In a short six weeks, my grade level came up two years in reading and I was eager to get back to school. The teachers had proved to me that they and the

> *counselors were interested. They did this through group counseling and individual counseling. This method helped me to be able to talk to other people and to try to help them with their problems. I also learned how to get along with others whether or not I respected their ideas. They also explained why we had counselors in school. You see, in my state, I didn't have counselors and I was unfamiliar with their work or purpose. With their help and direction, we students became more than students - we were a working part of the school and took pride in it. As for me, this attitude has carried with me to my present school, and I think that the same can be said for the majority of the other students. I hope that some way, this kind of program can be placed in schools across America to reach the potential dropout before it is too late."*

The above unsolicited statement was written by Billie Jo, a fifteen year old girl who was enrolled in one of the summer research guidance schools. Billie Jo can be classified as a typical school dropout in the locality in which she resides. She has four brothers and three sisters, and is next to the oldest offspring in the family. The mother and father are living together. He is employed as a truck driver and the mother works outside the home. Billie Jo feels that the lack of space in her home and the duties that she must assume around the house had kept her from devoting much needed time to school work. She was in good health and had no physical handicaps, other than frequent colds during the winter season. Her teachers reported Billie Jo as academically lost, seemingly more interested in extracurricular activities than in academic success. Her counselor found her to be extremely sensitive concerning what was said to her and about her by her peers. She was very helpful, worked in the school office, and would volunteer for extra activities while in school. She often teased other students unmercifully and sometimes her teasing was misunderstood, which caused students to reject her. She tried very hard to make friends, but no one seemed interested in her. She thought maybe after a short time in California that she would be able to develop needed friendships. Since this did not come to pass, she began to cut school so frequently that the principal asked her to drop out. Billie Jo, after completing the six weeks summer guidance program, did return to high school and remained a full year. Upon her return to school, she made it a point to help students who were coming to her school for the first time. Since she spoke German fluently, she volunteered to work as a tutor with two German students who had recently come to the United States. Billie Jo is enjoying a successful high school career; a student who otherwise would have been a dropout and considered herself a failure. But now, she can hold her head high and walk among those who will receive their high school diplomas.

It was Oliver Wendell Holmes who said, "There is nothing so unequal as the equal treatment of unequals." Education, since the fourteenth century, has in most cases been treating students as equals. This undoubtedly has contributed much to the failure of millions of students who could no longer find success in the educational institution. In our Declaration of Independence, it states, "All men are created equal; that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness." The pursuit of happiness, for most young teenagers, is the understanding of self and of knowing "Who I Am." This means the completion of a high school diploma which prepares him for the world of work.

The Biblical analogy of the "Prodigal Son" in Luke 15: 11 - 32 is likened to that of the early school leaver:

> "And he said there was a man who had two sons, and the younger of them said to his father, 'Father, give me the share of property that falls to me.' And he divided his living between them. Not many days later, the younger son gathered all he had and took his journey into a far country; there he squandered his property in loose living. And when he had spent everything, a great famine arose in that country, and he began to be in want. So he went and joined himself to one of the citizens of that country who sent him into the fields to feed swine. And he would gladly have fed on the pods that the swine ate; and no one gave him anything. But when he came to himself, he said, 'How many of my father's hired servants have bread enough and to spare but I perish with hunger. I will arise and go to my father, and I will say to him, 'Father, I have sinned against heaven and before you; I am no longer worthy to be called your son; treat me as one of your hired servants.' And he arose and came to his father.

> But while he was yet at his distance, his father saw him and had compassion, and ran and embraced and kissed him. And the son said to him, 'Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.' But the father said to his servants, 'Bring quickly the best robe, and put it on him, and put a ring on his hand, and shoes on his feet; and bring the fattest calf and kill it, and let us eat and make merry; for this my son was dead and is alive again. He was lost, and is found,' and they began to make merry."

This Biblical story, in its deeper psychological connotations, suggests a modern version of a certain feature of the early school leaver or dropout. Students in this research study left home and protection in a symbolic sense by leaving school and its powerful parental implications, (achievement, direction from authority, pressure toward conformity), by centering their chief complaints against parental nagging, and by failure of ego to integrate and to satisfy conflicting pleasures and drives. In the students' comments, they regard leaving school as relief from pressure and a chance to establish individuality and an occupational identity. They had suffered ego exhaustion. Students in counseling spoke of anticipation, after leaving school, of a luxurious life, money, freedom, fun, and independence. But the world was not ready to receive them, and they were not ready to have fun and manage themselves maturely. They soon squandered their holdings, found themselves unready to compete, were soon "eating the pods that the swine ate," so to speak. The projected identity image was found to be intolerable. They returned to proection and guidance, now older and wiser, at the invitation of the Summer Guidance School which welcomed them back to their surprise, not as sinful children, but as members of the family who should have full status, with the best robe and ring and the fattened calf that the program could offer. This analogy of the Biblical story "The Prodigal Son" and the school dropout is where this research study begins.

Over a period of three years, six thousand school dropouts were contacted by a letter of invitation to attend a special summer guidance school designed to meet the needs of the school dropout. Many students made application, but due to limited enrollment, only four hundred and thirty-eight were accepted.

In most cases, the period of time away from school was relatively inactive and unrewarding from the student's viewpoint. The dropout found that life continued to be miserable for him as it had been in school. The few jobs that were available for him were of an unsatisfactory nature, providing him with insufficient income, challenge, and prestige. The average time out of school was approximately eight months. This period out of school gave the dropout time to think while the pressure was off, and for the first time in his life, he really was forced to think things through. It became necessary to come to grips with reality, self, and society at a depth which he had never experienced previously. The fact that the invitation to return to school was mailed directly to the student, and not to his parents, made a strong impression on the student, for the school dropout has a strong desire to make his own decisions free from parent and teacher domination and premeditated thinking of peer groups. Further, the school dropout felt that the period out of school had substantial maturity benefits and that he gained new direction and motivation. It had been a necessary period for reality testing for him. These students were ready to come back to school with a greater understanding of themselves and their society. Their attitude is reflected by one student's comment. While out of school, he had learned the difference between existing and living. He realized that the bums he ran into in his work experience reflected an achievement and aspiration level that he found to be undesirable and depre-sing. The school dropout want a higher standard of living, and as another student so admirably stated, "He would rather be miserable in school for a short period of time than miserable out of school for the rest of his life."

The school dropout is no different than any other teenager who is surrounded by a world of which he knows little. His immediate problem is to answer the universal questions - "Who Am I?" "What Does Life Hold For Me?" It is a time for students' minds to become untwisted and look for the right direction to go. These students and millions of others who had left the security of the educational program to face for a short time the realities of life needed an opportunity to return to an educational institution and, at the same time, save face. For, as in the parable, "When he came to himself, he said, 'I will arise and go.' " The Prodigal Son had a receptive father who welcomed him back. However, far too often, the school dropout does not have this reception upon his return to an educational institution. Throughout this study, many students had been completely rejected upon their return to an educational program. The dropout is stigmatized as an unworthy individual who should not be on the campuses of American schools. Not too many months ago, two of the girls who had completed our program in the summer making outstanding adjustments and eagerly returning to school were met on the campus by the school principal who said, "We do not want you here at this campus." The girls, of course, felt rejected that they could not enter school because of this particular adult who was acting more like an immature juvenile than juveniles do themselves. Who is to sit on the judgment seat and say, "We do not want you." Who is to know what changes have taken place in their minds? It is ridiculous to say that these individuals could not experience a complete change of attitude and behavior so that they could satisfactorily complete a high school program. There is regret that such incidents happen, but it does happen across our nation every day.

In 1910, one out of every seven children ten to fifteen years of age or a total of 1,600,000 were working. The serious plight then was that for ten to twelve hours a day, children were toiling in sweatshops, mines, and mills. It was a terrible waste that many were forced to give up school, play, and normal childhood for work and wages. "I am particularly disturbed over the serious plight of the nearly one million out of school and out-of-work youth," said president John F. Kennedy, in announcing the formation of a special committee on youth in Washington, D. C. Several months earlier at a convention of youth in urban areas, James B. Conant, president emeritus of Harvard University, warned that the dropout situation represented "social dynamite." Secretary of Health, Education, and Welfare, Adam Ribicoff, termed it a "terrible waste of our youth." So, as millions of words have gone into writing about school dropouts, we in Orange County have attempted to do a research and to come up with a plan of action which we believe to be effective in working with school dropouts. For some, it may be too late to "kill the fatened calf," but for many, there is time. As they say, "Give us time for we are still growing; let us have another chance." This second chance was provided in the six-week summer guidance school. The primary objective was to change the concept of self from the "bum," "no-good," "dropout," to a student who does have meaning and can achieve self-respect through better understanding of self by experience in a counseling-oriented educational institution. The need for this type of school was further dramatized by comments from people who were made aware of the program:

PROBATION OFFICERS:

> *"This is the last chance this kid has of someone getting to him. I can't think of any place else for him. He is desperate."*
>
> *"I feel your school is the last hope for him before being committed to an institution."*

SCHOOL COUNSELORS:

"Student real potential dropout. Can be lost if someone doesn't come forth to help him."

"If can attend your school, may be his only chance to keep him from getting into trouble."

"Due to death of his parents, very emotional. Needs a lot of attention. Is functioning below grade ability and level."

"Student needs some help in organizing her study habits and goals. She also needs a successful experience."

SCHOOL PRINCIPALS:

"I deeply believe student can become a worthy citizen with proper guidance and training in your school."

"No hope for this boy except in a school like this."

"He desperately needs the individual help that is available in your school."

"Needs some very good guidance to succeed."

"Student is in desperate need of counseling and direction."

"If there isn't some help available, this girl will end up running away or getting married at a very young age. The mother needs the contact of your staff desperately."

"Feel that this is the student's last chance."

PARENTS:

"Sounds like your school is what my son needs, personal help and learning basics how to study and read, plus small classrooms and counseling."

"Please someone help my son and get to him before it is too late. A wasted life that doesn't see the value of an education."

"I am at my wits ends - hope I can get my son in your school."

"Sounds enthused when received your letter. Sounds like just what my boy needed. Would it be offered again next summer so they could get to him again?"

"Very unhappy with the rigidity of public schools."

"Psychiatrist said that Jim is going to junior college in the fall but doesn't think he'll make it without your school."

"Desperately needs your school as feel it is my son's last chance as he is failing everything. If he could only get some good counseling where counselors don't have 500 other kids to contend with."

"Am desperate. Have done everything school asked, but they say they have no where else to refer him."

TEACHERS:

"I feel there is no hope for this boy except in a school like yours."

"Is below grade level in all areas - would greatly benefit from attending your guidance school."

"Student has been at a great disadvantage all through school because of a language barrier. I feel he is most deserving and should be able to do much better in the coming years after having this opportunity in the summer school."

"Good potential but needs individualized attention."

"Desperately needs individual help that we are unable to provide in a regular school."

"He is in need of help he may not get anywhere else. Great need of professional guidance with his emotional problem."

CHAPTER 2

Counseling and Guidance

During the Watts riot in 1966, a group of armed riot-police were walking down the center of the street in the middle of the troubled area. Suddenly, a young Negro walked out in front of them and shouted, "Shoot me! Shoot me!" They looked at him only momentarily and then walked on, passing him by. As he watched them leave, his shoulders sagged, and he said, "See, I ain't worth shooting." As our staff came into contact with school dropouts and potential school dropouts, the most shocking thing that we have learned is that the school dropout's concept of self is like that of the Negro. "See, I ain't worth educating." When one studies deeply the phenomena of the school dropout, his character and personality, there is no wonder he has this defeatist attitude and lack of self esteem. It has been reinforced upon him from early grades that he is not equal to the average student in school when competitive grades are given him. His inability to do the regular classroom work just enhanced his frustrations and blocked him emotionally from attempting to do better.

Education has long operated upon a specious assumption as to why students drop out of school. They don't know, or can't see the value of education. This is nonsense. Our study bore this out. Most dropouts do value an education, know it pays off to those that get it, but they cannot see how it is possible for them under the present circumstances. Perhaps this analogy will help to understand the dynamics of the school dropout's thinking. Suppose some ambitious school principal decides that every morning all of his teachers would arrive a half hour early to school to have a race around the playground. Suppose also, that he persuaded the local merchants to contribute a magnificent array of prizes for the first five finishers each day. Now everyone knows about the prizes; each day they see the same five staff members win the awards. How long would everyone want to compete? How long would it take for the fat fiftyish and infirm of the faculty to drop out? "To hell with this race!" they would say. This is in spite of the fact that they know full well that rich rewards await the victors.

One of the biggest defeats in our society is our failure to treat human beings for what they are. This concept was the primary tool used in the summer program. We accepted the school dropout where he was and began to work with him on that level. It was the primary purpose of the counseling program to concern itself with changing the self-concept and to develop self control. Our primary objective was for the student to see himself as he was and then to decide for himself where he should go in the future. Counseling had the primary role of the summer program, although curriculum, which will be discussed later, played a vital role. It must be emphasized that counseling was the strength and the backbone of the program.

Basically, the school schedule was established to provide opportunities for counseling. Each day began with a fifteen minute assembly for all students to gather together. This was to facilitate group cohesiveness. Then, following the assembly, six forty-minute modules were allowed each student, two of which were given to individual and group counseling procedures. The remaining modules were held for academic subjects.

The students were initially grouped in five sections as determined by their reading score abilities. The composition of these sections varied as different needs were identified, i.e., social adjustment and other problems that may have arisen. The class schedule was complete flexible and changed daily to meet the individual needs of students.

Two-thirds of the counseling time was spent in working with groups of from eight to ten students. Each counselor was encouraged to use every counseling technique he knew to help these students reach their goal of self-identity and self-concept of reality.

"Counseling is likened to kissing," Dr. H. B. McDaniels of Stanford University stated. "First, everyone practices it at one time or another. Second, it's purposes are somewhat ambiguous. Third, the results, although not altogether intangible, are seldom objectively evaluated." Indeed, much assuming would enter into any attempt to objectively evaluate group counseling in the summer guidance school. Total gains are rewarding, conspicuously so, in our completed project with the school dropout. What portion of this gain is attributed to the group counseling is neither measurable nor of any actual significance. The real importance is that many dropouts are redeemable and group counseling is one more useful technique which should be employed at every opportunity to add to the effectiveness of the counseling purpose.

The thesis of the Orange County Summer School was "Is Dropout Recovery Possible?" The counselors asked themselves, "Will they return to school? Will they stick?" They found the answer to these questions for they did return to school and they did stick.

The summer research program allowed counselors to vary their group numbers from eight to ten which they found most desirable for group counseling sessions. With this number, varied interests and views were available, yet each readily became a participant. Carefully structured sessions with which to start provided practical and desirable discussions. The counselor gradually moved into the background, tossed the ball to the students, and shifted the burden of discussion to the students as fast as they were able to carry it. The speed with which they responded was amazing. Progress was even faster in groups using tape recordings. Interruptions for playbacks where students could hear themselves seemed to stimulate interest and promote better participation.

In the beginning, group discussions lacked anything resembling quality. Sessions were structured and students were literally forced to learn the names and something about each participant. Only then there was a spark of interest. Topics of discussions started with self and gripes, but gradually ascended to family, school, community, personal interests, confessions, to establishing some ideals along with seeking some sort of action. These students had something in common. They were dropouts or potential dropouts. They were quitters and they knew it. Oddly enough, they blamed themselves for their failures. Each had pretty well convinced himself that he was "no good." They were literally starving for attention, acceptance, and for an opportunity to taste of success. For the most part, they were resistant to all formal authority. Any symbol of authority was a threat, yet they subconsciously wanted limits within which to function and were frustrated without them. Collectively, there is no evidence of a premium on honesty, but each revealed a deep respect for truthfulness. They were lost but didn't understand why. They lacked identity. They, for the most part, weren't even likeable.

How do you teach youth to be likeable and to be acceptable? We, of course, never told anyone that we were going to teach him to be likeable. This would have been ridiculous. If this aim ever became known, it was learned through discovery. It seemed logical though that students would become likeable and acceptable if they could learn

(1) to smile sincerely
(2) to be interested in other people
(3) to remember the other persons' names
(4) to be a good listener, and
(5) to try to make others feel important.

These were the areas of emphasis and the plan worked.

With the aquisition of interest in others and with attention diverted from self, these students began interacting delightfully. Success was heartwarming; progress was positive. Growth became phenomenal; attitudes were revised, and recovery was becoming reality. Information and motivation were getting together. This was locomotion. This was progress. This was what the counselor was working diligently for. Of the many concerns which came to light during these group sessions with school dropouts and potentials who came back, there is one in particular worthy of special notice. It came out near the end. It is controversial, but not so for these students. They began asking themselves and each other, what is wrong with us? What are we really doing anyway? Where are we headed? Our lives are without a plan, so we're in trouble. Do you not agree that this was thinking in the right direction? "What can be done about it?" they ask. This was also a concern of the counseling staff. "How can we increase self understanding of the students?"

One of the techniques that seemed to be most effective with the students was the individual and group testing. As part of the counselor's responsibility, certain tests which have value in social adjustment were administered during the regular counseling time. Many tests were developed by the summer guidance staff which provided an opportunity for better understanding of the students. Again, the reader should be reminded that this was an experimental program, and that no one really knew for sure what would be most effective with dropout students when operating a school. It was intended that anything that we thought might work for these students would be tried.

One of the tests that we thought was valuable was the Personal Values Check List from the Donald Tarr Associates, copyright 1963. This particular test measured what values the dropout felt important. During the counseling sessions, students were given the opportunity to discuss the value structure of this particular testing instrument. There were ten items on this test:

(1) friends
(2) Material possessions
(3) physical activity
(4) self
(5) mental activity
(6) family
(7) religion
(8) careers

(9) community
(10) home

The students were asked to rank these from one to ten in that order. The five most occurring first choices of the students of this school were:

(1) family
(2) careers
(3)(4) self and home
(5) friends

The five most occurring last choices of the students were:

(1)(2) religion and community
(3) material possessions
(4)(5) self and physical activity

This would, of course, bear out the characteristics which are known about the dropout and potential dropout as far as physical activity is concerned. This was expected to be the last choice, however, religion as one of the last choices was somewhat of a surprise. In further checking with students concerning this particular instrument, it was found that only 14% of these students had any religious affiliations or were attending any religious organization. From other reports that had been read by the writer, the lack of religious affiliation and interest seemed to be a true characteristic of a dropout or potential dropout.

The family tie which 70% of the students ranked with the first three was something of a surprise to the counseling staff. 45% ranked the community with the last three rankings, 8, 9, and 10.

No one ranked physical education either first or second, and no one ranked material possessions first. Only 1% of the students ranked friends in the ninth and tenth place.

Thus, from testing results and from Billie Jo's report given in Chapter one, the most important reasons for dropping school had very little to do with the academic curriculum, but centered around the fact that they found no friends in the school setting. The counseling staff considered this Personal Values Check List the most valuable tool and it proved its worth many times over in counseling with students and conferring with parents.

Another test developed by the counseling staff was the Self Evaluation Work Sheet. An evaluation was to be made in the area of physical potential, mental potential, expressed interest, personality, and self confidence. The instrument was administered on a pre and post basis during the six weeks session and was to be used in the following ways:

(1) as a counseling tool for personal adjustment
(2) to evaluate the student's strength and weaknesses in the area surveyed
(3) as a clue to changes that occurred during the summer period in the realistic appraisal of one's self-image

Of all the testing instruments administered by the counseling staff, the Self Evaluation Work Sheet gave the counselors and teachers the greatest insight into the students concept of his own personality.

QUOTED STATEMENTS FROM STUDENTS LISTING STRENGTHS AND WEAKNESSES IN THEIR PERSONALITY BEFORE THEIR COMPLETION OF THE SIX WEEKS SESSION

STRENGTH	WEAKNESS
"getting along with people"	"I"ve got a temper"
"easy going"	"when I first meet people, I don't talk to them easily"
"I'm always on time"	"over excitable"
"talkative"	"lack of self confidence"
"I am friendly"	"too easy going"
"I smile"	"I hurt people's feeling without knowing it"
"I think that love is a state of mind and therefore you can't get hurt"	"I worry about whether people like me or not"
"I can listen well"	"I trust everyone"
"I laugh and talk easily"	"I can't keep my nose out of other people's business"

"I'm neat" ---------------------- "I talk too much"

"I can take jokes on me" -------- "I stay home too much"

"I'm absolutely honest" --------- "I cry a lot"

"I'm helpful" ------------------- "I go into a shell to hide my feelings"

"I keep my friends" ------------- "I take things too seriously"

"I'm kind" ---------------------- "I don't really listen at times"

"I am well mannered" ------------ "bad work habits"

"I look up to adults" ----------- "unable to concentrate"

"I believe in myself" ----------- "I get upset easily"

"I have good manners" ----------- "I am too sincere and get hurt easily"

"I like to be around people" ---- "I'm shy"

"A positive attitude" ----------- "I am not proud of myself because I've not done a damn thing in life yet"

"I am snooty to those I don't like"

"I'm loud"

"I'm touchy with parents"

The same test was administered to the students at the close of the six weeks session, with a noticeable increase in total responses of the student's weaknesses. It would appear that the students in the summer school were more aware and concerned about their weaknesses than their strengths. It can be noted by observing the responses that the students gave more detail in explaining their weaknesses than they did in their strengths, since they used words or short phrases in listing strengths, whereas they used sentences for their weaknesses. One may conclude that after the six weeks session, either the students were more able to write their strengths or weaknesses, or they had more trust in the counselors, for the total response and quality of response were better. Perhaps counseling sessions in the area of personal development gave them an increase in awareness of desirable and undesirable traits. Although the Self Evaluation Work Sheet is not a strong instrument, it found its widest applications in the area of personal assessments.

Another instrument that was used effectively was titled Word Meaning Test and was co-authored by Dr. Kenneth Hopkins of the University of Southern California and Dr. Ralph Hickman, project director. It was a test of semantic differentials. Students were requested to react to forty concepts. Those concepts were:

> most teachers, grade, school, reading, the ideal teacher, my home, the ideal parent, my parents, most people, my best friend, classmates, adults, me, my school ability, how my class sees me, laws, rules, punishment, me in the future, college, a job, graduating, quitting school, trying hard, cheating, something easy, something important, money, success, counselors, vice-principals, arithmetic, tests, English, cars, athletics, sports, girls, boys, and how I would like to be.

Nine sets of paired objectives were provided for each concept. A seven place scale for each objective pair allowed the subjects to indicate their immediate "feeling" about the concepts as "very closely related," "quite closely related," "only slightly related," or as "neutral," "equally associated," or "irrelevant."

The Word Meaning Test was administered on a pre and post basis during the summer sessions. It was expected that when the before and after tests were scored, changes in meaning would have occurred. It is to be noticed that significant changes on this instrument were almost invariably in the direction of that which is socially approved. Students had become more conforming to the standards of their peers and world. Their viewpoints toward the specific test items may have resulted from their development of the socially approved drives.

Most students showed a significant increase in the following concepts:

> most teachers, how my class sees me, grades, my school ability, rules, tests, counselors, ideal self;

factors which showed a decrease in rating were:

> ideal teacher, ideal parent, something easy, cars, girls (on the boys' rating scale).

The girls' concept of ideal teacher was significantly higher than for the boys'. The same was true for the concept of ideal parents, my best friend, and how I would like to be. Girls considered cheating significantly worse than did the boys. Girls considered boys better than boys considered girls.

In comparing two groups of students, those with high I.Q. and those with low I.Q., the following results were obtained. For high I.Q. students, the concept of most teachers, laws, and vice-principals increased. The decreasing factors in the high I.Q. group were cars and girls. For the low I.Q. group, the concepts of something easy, trying hard, cars, and graduating decreased. The concept of tests increased.

The same test was administered to the parents of the students. There was a significant difference between the parents' ideas compared with their student, although the parents were not given a pre and post test. The purpose of administering the Word Meaning Test to the parents was to see if there were differences in ideas and attitudes towards these same concepts that the students had reacted to. There was a significant difference between what the students had to say about values and attitudes compared to the parents. In observing the tests side by side, parents versus students, it was easy for the counselor to see why, in some cases, considerable friction, distrust, and frustration concerning family ties existed.

In a later part of this book, a complete chapter will be devoted to tests that were administered in these summer sessions and to test analysis. The counselors felt that the importance of the individual psychological testing and psychological interview could not be overemphasized. So much insight was gained as to work habits, personality factors, and reaction to test situations that the diagnostic implications far outweighed the value of the ultimate score. The individual test instrument provided the key to success for many of the youngsters, for as in the story "The Prodigal Son," these students were convinced that they were no good, and that they had been unworthy of an opportunity of another educational program. The experience of taking individual tests and getting the immediate results helped students realize that they had capabilities, that they were not dumb and could succeed if they would attempt to try another time.

Psychodrama became part of the counseling program, although used sparingly. The rationale of psychodrama is that without preparation, an individual can throw himself immediately into any social role that has a meaning for him. This technique allows the individual to feel the role others play as well as feeling his role in respect to others. Expressed in another way, psychodrama is a way of learning social membership.

Students would describe a feasible situation and assign the roles to several individuals. The counselor in charge taped these activities. To the counselor's delight, students were most cooperative in this endeavor. After the situation seemed to be resolved, the counselor would play back the tape and stop it whenever the students desired to analyze the behavior of those playing the roles, or the comments and wisecracks from the audience. In this way, not only those taking part but those listening had a chance to explore their own feelings and gain insight. As the psychodrama progressed, the students preferred to supply their own practical situations.

In summary, the counseling staff thought psychodrama was an acceptable practice with good results in helping the dropout and potential dropout gain insight. Radical changes in self-concept during the summer were attributed to this counseling technique.

Attendance and Discipline

It was the duty of the counselors to handle the attendance problems and whatever disciplinary problems arose. It is the opinion of the writer based on many years of experience in working with delinquent boys in a road camp where the counselor was not only his friend, but also his policeman, that a good counselor can handle disciplinary problems with his counselees much better than any other person in the school setting. Although this is a highly controversial subject and many members of the counseling staff rejected the idea, they were asked to fill this role.

When a student was absent for the day, the counselor would make a phone call to the home to find out the reason for his absence. If the counselor was unable to reach him by phone, he would make a home call at the end of his day's activities.

The average daily attendance for all three years was extremely high. In one school, there was 92% attendance, while the other three schools average 84% to 87%. The staff felt this was an outstanding achievement since, during the first summer in operation, there was no transportation whatsoever, and each student had to hitchhike or get a ride on his own. Many traveled as far as forty miles one way to reach the school.

The entire staff was quite apprehensive concerning the possibilities of discipline and disciplinary action during the summer sessions, as over 50% of the students for all three years were probation or parole cases. All students had a history of some difficulties with either county, local, or school authorities. To our amazement, however, no major disciplinary problem occurred. On one occasion, there was a rumor that two groups of boys were considering a gang fight. One group consisted of surfers from the teach area; the other group called themselves "ho dads" and were youngsters who dressed like surfers, but did not know how to surf, being from the inland cities. The counselor heard of the proposed rumble and arranged to have a group meeting of the proposed participants. Hostile feelings were released in this session and as a result, no difficulties arose from this proposed fight.

One would assume that the lack of disciplinary problems was due to the structure of the program; that it gave the students an opportunity to freely express themselves verbally both in and out of the classroom. For the first time, they were accepted and acceptable by their peers. Each student was able to perform at his peak in both cultural and social endeavors during the school. The summer school program afforded them their own type of social system in which they functioned well. They were persuaded to unchain their present capacities and enter into a higher culture and social level. As evidence of the social structure existing on the summer school campus, a baby shower was given for one of the students, an expectant mother, by the female population. All details of the baby shower were planned by the girls and carried out with social skill seen in a higher social society.

The lack of actual disciplinary problems must be attributed not only to the freedom of the students, but to the working staff. To successfully work with dropout students, a teacher or counselor must possess a special personality including a genuine interest in helping the underprivileged or disadvantaged with personal satisfaction as a reward. One seeking other rewards would meet with difficulty.

Parent Conferencing

As part of the counselor's assignment, he was to conduct at least two parent conferences with each parent during the summer session. It was written in the contractual agreement with the student and parents that each parent would agree to attend these sessions before the student was actually accepted in the summer guidance program. Therefore, it is not surprising at all that there was 100% parent participation with the summer counselors. Quite surprising, however, was the fact that the first back-to-school night brought a 92% parent response. Because of the known history of failure to support regular school programs, it was anticipated that approximately one-third of the parents might attend. The staff was quite surprised that for all three years, this high ratio of parent interest was shown in the summer program.

It was the purpose of the counselors in conducting group conferences to assist the parent in these ways: better understanding of his child in regular school; how the counselor could help the parent and the school in communications regarding their children; what the parents could expect from the summer guidance school to improve this relationship.

The conferences were well received by the parents. They were very eager to sit down and discuss school, problems that they have with their children, and methods of communicating with the school officials when their child returned to school. Many parents indicated they had noticed a definite change in their child's attitude and behavior during the summer and could not quite understand why all of a sudden their children showed an eagerness to go to school. The parents also stated that their children were easier to communicate with during the summer sessions, that they had never seen their children talk so much or take so much responsibility in helping with minor household tasks. The major concern of the parents, however, was the attitude their children had toward school. Since the major emphasis of this guidance summer school was in improving the student's attitude toward school, the school staff and parent had a common goal toward which both worked diligently.

The summer staff's opinion was that parent conferencing was highly successful and, in fact, the parents had requested more time than the staff had expected to give them. There were conferences on Saturdays and Sundays at the request of parents. They would contact the counselors by phone during the week or evenings about problems that arose not only with the student we had in school, but their other brothers and sisters in the home.

CHAPTER 3

Vocational Guidance

Unemployment stems from untrained personnel rather than from lack of job opportunities. In 1936, Congress enacted the Walsh Healey Act, establishing a minimum age for the manufacturers or suppliers of goods to the federal government. Finally, in 1938, Congress enacted the Fair Labor Standards Act, marking the beginning of the end of the widespread use of child labor in the United States. Fifty years before that time, widespread use of child labor was not uncommon. In fact, one out of every seven children ten to fifteen years of age was in some working force. The serious plight then was that for ten to twelve hours a day, children were toiling in sweatshops, mines, and mills. Since the passage of this Act, except for a period of labor shortage during World War II, the employment of young children has become much less of a problem in non-agricultural work. Factors contributing to this decline have been federal and state legislation, the activities of children's groups, labor unions, and management, and change in the economy's occupational structure which reduced industry's need for unskilled youth. In fact, the increasing insistence by employers that newly hired employees must have a high school education has meant that the minimum wage used in actual employment practices often exceeds those set by the law.

Fifty years ago, the average age for entering the labor market was around fourteen years. Today it is between eighteen and nineteen. All but a very small majority of children under sixteen years of age today are enrolled in school. Important as such protection is, we now know it will not by any means put an end to the employment problem of young people. Today's threat affects older youngsters sixteen to twenty-one, not the six to twelve year olds we were concerned about when the Children's Bureau came into being. These threats involve opportunities to state to work, not necessarily to stop it. Equally serious is the increased competition for jobs from adults, machines, and a growing number of other young people, and a drying up in industry of unskilled entry jobs plus a higher requirement than ever before for education and training. The result is heavier unemployment among school dropouts than any other age group.

This poses two baffling questions: How can unskilled inexperienced youth be made employable in an automated economy?

How can jobs be found for the vast number of job-seeking youngsters? Automation is making it possible to produce much more goods with fewer and fewer workers. Its impact is being felt everywhere in factories, offices, and farms. In April, 1961, 70% of all unemployed men and 30% of all unemployed women had worked in blue collar occupations, most of them as operators. Although some 2,700,000 unskilled and semi-skilled workers were out of work during this time, such workers are among the first to be laid off and the last to find new jobs. It is a foregone conclusion that failure to make good in the job world coming on top of failure in school may well be the emotional last straw of the school dropout. For some young people, it may even mark the turning point toward delinquency and crime. The picture will continue to grow darker for young job seekers as increasing automation rises, skill and educational requirements for available jobs goes even higher, and the number of unskilled jobs continues to shrink.

A first job can be an important step toward adulthood, independence, responsibility, and recognition of individual worth, but finding oneself "surplus" right from the start in a complicated labor market can be deeply damaging. It can affect a youngster's whole future, attitude toward self, work, family and friends, and even toward his country.

Rather than try to find an unconstructive job for the early school leaver, the Orange County Summer School program sought to rehabilitate these students into a school situation with a desire and the means to complete a high school diploma. "The primary emphasis of counseling students must be placed on the developmental needs and decision-making rather than upon remedial needs and crisis," according to C. Gilbert Wrenn. The focus of vocational counseling during the summer sessions did emphasize developmental needs and realistic decision-making on the part of the students, rather than remedial needs. The major questions to be answered by the counselees were: Where do you go from here? Are you being realistic? Any summer or regular school program can ill afford not to emphasize vocational guidance.

As the U. S. Department of Labor has estimated, 7.5 million young people will enter the labor market during the 1960's without a high school diploma. In 1961, one out of four dropouts was unemployed, the highest unemployment rate for any subgroup in the labor market.

Specific vocational guidance purposes underlined in the summer program were:

(1) to help students gain insight into the structure of the occupational hierarchy

(2) to assess the availability, interests, and personality traits of the summer school students and relate them to occupations

(3) to inform the students of their abilities

(4) to instruct students on ways to compete for a job and to impress personnal interviewers

(5) to provide specific information about local, private and public employment agencies and job resources

(6) to increase the counselees' knowledge of occupations in general with specific focus upon entry occupations

(7) to provide up-to-date, specific information on educational requirements, salaries, and opportunities in any occupation.

With these guiding purposes in mind, the following activities composed the vocational guidance program at the summer guidance school.

TOPICS DISCUSSED IN VOCATIONAL GROUP COUNSELING SESSIONS

(1) The reason people work:

The discussion concentrated upon the satisfaction gained in employment other than remuneration; why people resist retirement; why men and women who don't have to work do work; substitute for pay employment and the motivation for volunteer service.

(2) The structure of occupations:

The professional, technical, and non-technical kinds of jobs were discussed; field of work, entry occupations, and establishment occupations, and their place in the lifetime of work.

(3) The place of ability, interests luck, friends, location, education, and special abilities in occupational choices was discussed.

(4) How to impress a personnel man:

What to wear and say; how to fill out an application blank; what personnel managers look for in employees or job applicants.

(5) A survey was made of how group members had acquired their jobs; the place of "pull;" referrals by agencies; reading the ads; the value of going out regularly to persue leads on their own.

(6) A survey of work experience within a group was made; what they felt was important in keeping jobs; why they had been released or fired, and their feeling about being fired.

(7) How to choose a career was investigated; the reasons vocational counseling was being emphasized.

(8) How to get along with the boss on the job was discussed; how to get along with fellow workers; what differences existed between getting along in a work, home, and school situations.

COUNSELING AIDS FOUND MOST USEFUL

(1) Guidance filmstrips of the month. This series of filmstrips was an excellent resource. They were most useful, not in introducing, but in promoting discussion. They provided the stimulus for extended discussion. The following titles were most successful:

(a) Your Interest Pays Off
(b) How To Choose A Career
(c) How To Get The Most Out Of High School
(d) Career Planning In A Changing World
(e) Coping With Authority
(f) So You Want A Job

(2) Science Research Associates' Occupational Role Kit, Career Information Kit, and Your Educational Plan. These tools were excellent for illustrating the

occupational hierarchy, the process to use in career selection, and the factors that limit or expand vocational choices such as interests, grades in school, and the amount of education one has. Extra Card Sort, one for each student in a group, was especially helpful. Only one comes in a kit, therefore, they have to be ordered extra. The Extra Card Sort allowed each student to sort independently, but allowed for group instruction in how to sort. The occupation briefs in the kits are naturally limited, but the experience of using these kits motivates students to use the more extensive vocational files, and the Occupational Outlook Handbook. The kits do overemphasize professional and technical occupations to the exclusion of non-technical occupations. This may be a disadvantage because it certainly limits the selection for the high school dropout.

(3) Vocational Files. The summer school staff was fortunate to be able to borrow complete vocational files from local school districts. It takes years to accumulate source materials for every occupation. Complete sets of New York Life Insurance Company Occupational Pamphlets, and the California Department of Employment Occupational Guides proved to be supplementary materials. Other useful supplementary materials included the Armed Forces Occupational Handbook, and the U. S. Department of Labor's Occupational Outlook Handbook.

(4) Application Blanks, Orange County Industries. Actual applications for employment from the Pacific Telephone and the California State Personnel Board were filled out by all students. The only instructions were to be sincere in making out the application. From the completed applications, illustrations were taken to show what to do and what not to do. The supplementary pamphlet, Tips to Job Seekers, was given to the student. This pamphlet listed the "dos and don'ts" in making out application forms and in applying for jobs.

(5) The classification section of the Los Angeles Times. The classification ads proved points:

(a) there are lots of jobs available

(b) education or skill is important
(c) ads are often misleading
(d) not all employment opportunities are listed

(6) Junior College catalogs. These catalogs show educational requirements leading to vocations that students should be interested in.

(7) The use of outside speakers. Outside speakers were frequently used in our summer school program. The information presented by these personnel people would apply to any personnel department in any industry. The theme of the presentations centered on what people that hire look for in applicants and why one person is hired in preference to another. Armed Forces recruiting personnel were invited to this school to describe the opportunities in the services for both male and female. Emphasis upon making the service a career was the main theme.

(8) A panel of night school principals. This presentation was very practical because it paved the way for the dropout to enter school, either to complete his high school diploma or to gain some usable skills. There was no effort made to recruit students, but rather, to show them the different requirements and policies of existing county evening adult night schools or junior colleges if a student was eighteen years of age or over.

(9) Testing and counseling by the California Department of Employment. The goal of this program was to have each student tested and counseled by the largest employment agency in the State of California. The actual experience of a large situation was anticipated as most helpful in informing the students of their abilities and matching these abilities with occupations under the direction of a vocational counselor with the California Department of Employment Office. The tests were administered by the department's personnel and took three hours. One-half of the student body was tested on one day, the other half on the following day. Counseling appointments were made after the school day, at the convenience of the student. Each interview lasted approximately one hour, however, this particular phase of the program was not well received by the

> students themselves. They strongly objected to going to the Department of Employment for an interview; they did not feel they were welcome and they strongly objected to the counseling that was given to them there. It is believed that had the interviews been held during school time at the school, they students would not have resisted the counseling by the Department of Employment. The testing was time-consuming and results could not be given to the students at the school by a regular school counselor. The G.A.T. Battery is unquestionably the outstanding ability test in the area of vocational testing and counseling. Its use is limited in this manner.

Vocational guidance sessions presented materials pertinent to the occupational hierarchy, discussing ways to compete for jobs as well as effective use of employment agencies and job sources. The extent to which the presentations were successful can only be estimated from students and staff members. From the viewpoint of the counseling staff, group vocational counseling sessions were very effective. The following are some remarks made by the students concerning the vocational program:

> *"I never paid any attention before to where it said 'print or write' on applications."*
>
> *"Are you kidding?" (To another student) "I got three jobs at the California Department of Employment, and only one through pull."*
>
> *"You mean you have a better chance for a job when you don't just say, 'I'll take anything'? "*
>
> *"I don't know why I can't get to school on time, but I get to work a half hour early every day."*

The summer school staff were continually looking for instruments that could measure in depth the concepts that school dropouts have concerning various activities. This was particularly true in the vocational guidance area which has been discussed at length. An instrument called the "I Want" list was developed by the staff, who adopted the idea of the instrument from Studies of Success, A Promising Approach to Non-College Preparatory Students, which was a project in the Grossmont Union High School in San Diego, California. This instrument was designed to do three things.

(1) Growth in knowledge of occupations was to be gained by comparing the number of occupations a student could list in three minutes on a pre and post basis.

(2) Vocational goals were to be determined by listing the three occupations in which the students were really interested. Changes in vocational choices before and after the summer session could possibly be attributed to the vocational counseling and guidance the student received during the summer.

(3) The instrument would provide a good vehicle for vocational counseling. Eighty-three occupations were listed and two hundred eighty-five choices were divided between these eighty-three occupations.

It was significant that school dropouts chose teaching and probation officers more than any other professional occupation. This could mean an effort on their part to make a contribution to students like themselves rather than oppose the idea that they as a group rejected education and law enforcement. There was a definite change from the pre and post test away from the professional fields. There was a 44% drop of job listings in the post test compared to the pre testing. This the counseling staff attributed to the realistic vocational goals set out in the counseling program. Fewer choices were made after the first six weeks in the non-technical area; this may indicate that more value was placed on jobs that require not only high school, but additional training. The choices made in technical areas seemed rather stable. It was observed on the second administration of this test that choices were more specific and better defined than they were on the first administration.

The most popular technical choices by the dropout student were airline stewardess, beautician, business manager, carpenter, commercial artist, electrician, interior decorator, mechanic, nurse, and secretary-typist. It seemed that the choices were basically sound and realistic. The most popular non-technical choices were construction worker, housewife, race-car driver, salesman, and truck driver. Of the non-technical choices, these appeared the most lucrative or exciting, and they too seemed to be realistic choices for the high school dropout student.

The fact that 78% of all choices were in technical and non-technical areas seemed to indicate that the students in the summer school sessions were aware of their own limitations, and that vocational counseling did influence students to be more realistic after the six-week session.

Another vocational guidance instrument developed by the summer staff was called Job Educational Check List. This was a one-page sheet to measure self evaluation which was also given before and after the session. The purposes of this instrument were:

(1) counselors could easily determine areas of necessary improvement - a counseling tool;

(2) students could review themselves introspectively - self evaluation; and

(3) change in self evaluation could be determined.

This instrument had fifteen items which could be answered by Yes or No.

(1) Do you have a real willingness and desire to learn new skills and new ways of doing things?

(2) Are you neat in your personal appearance and work habits?

(3) Are you punctual?

(4) Can you apply yourself to a job without being easily bored or distracted?

(5) Can you adapt yourself to new and unexpected situations easily?

(6) Can you work under pressure when necessary without becoming nervous and upset?

(7) Do you have confidence in your abilities?

(8) Are you emotionally stable, capable of taking things in your stride?

(9) Have you enough initiative to work on your own?

(10) Are your job plans in keeping with your own capabilities, and the opportunities employers have to offer?

(11) Do you have a sense of duty and responsibility?

(12) Are you reliable and can you be dependent upon to

do a job satisfactorily?

(13) Can you gain the friendship and respect of fellow students?

(14) Can you cooperate with fellow students?

(15) Can you cooperate with supervisors and teachers?

Drastic changes in self evaluation during the summer session were not apparent from the Job Educational Worksheet instrument, however, the most noticeable increases in expressed needs were in the areas of neatness, punctuality, and the desirability of gaining the friendship and respect of fellow students. These increases, hopefully, could be judged by a noticeable change in the behavior of the students, particularly in neatness and punctuality to classes, and friendships which developed among the student body during the summer.

The most noticeable decreases in expressed needs were in the areas of being able to work under pressure, emotional stability, and the adaptability to a new situation. It appeared that these decreases were due in part to the group and individual counseling sessions that were conducted in these areas during the summer. It is the opinion of the counseling staff that this instrument was a good tool, especially in group counseling procedures. It was something that the students could quickly identify with and comment on. Therefore, it proved to be quite useful in motivating students.

FIELD TRIPS

Field trips were provided for in order to give students an opportunity to find out about jobs that would be available to them and to see people at work. This opportunity not only broadened the students' knowledge of occupations and local opportunities, but allowed them to identify with the workers. Two prime factors were kept in mind when planning field trips:

(1) they must be of value in helping the student gain information regarding their vocational choice;

(2) the trips would reinforce the school's philosophy of helping the youngsters see the need for continuing education.

The counselors elicited from the students suggestions of places for visitation. Those were eliminated which seemed to be intended purely for fun such as a Hollywood movie studio and lifeguards at the beach. The greatest number of requests from the students centered around automobiles so a trip was taken to the newest facility in Santa Ana, Guarantee Chevrolet. The students visited every station on the eleven-acre sight. They saw the latest in electronic equipment in automotive devices.

The second highest interest was expressed in cosmetology. During a visit to a local beauty college, students learned about entrance requirements, cost, future employment, and earning potential. A demonstration was given in hair setting, and from a dummy that had been set earlier, students saw how the end product would look. Because of the response of these students to the beauty college, the college president offered a full year scholarship to any student who so desired. One male student, eighteen years old, who had a history of habitual truancies and fighting, was awarded the scholarship to the beauty college. He graduated with honors from the college a year later. He had won an award for the outstanding hair design during his training.

The Forestry Department was also a favorite choice of the students, as well as the hospital, and in particular, Fairview State Hospital, a mental institution in California. The students asked so many questions during the tour through Fairview that they had to be stopped so that the tour could continue. The tour was confined to the children's section, where the students were moved emotionally by the appearance of the micro and macrocephalic children. The students felt that though they had many problems, they were not as badly off as the patients in the hospital. Upon return to the school, in the art classes, the students made placemats and other interesting articles to be distributed to the children at the Fairview Hospital. They devoted approximately two weeks of their unsolicited free time in art to this assignment.

Other visitation points of interest were the County Civic Center, the Probation Department, a steel mill, banking firm, business college, and junior college. The value of field trips was recognized by the students and staff. The variety of field trips was excellent as was the overall participation. The field trips were extracurricular activities to be taken after the students had attended the full class sessions in the morning. All trips were scheduled in the afternoon so that students had the choice of being returned home by bus or taking the field trip. It was quite pleasing to find that 84% of the students did choose to attend at least two field trips during the summer session.

The acceptance of these field trips can further be substantiated from the statement of one of the counselors who participated in these trips:

> *"The students seemed to appreciate any kind of attention given to them. Perhaps they appreciate more than the field trip the opportunity to socialize, to go someplace, to be given some attention by businessmen, and to be looked upon as important. I find that on field trips, a great deal of counseling can take place in the car going and coming."*

Another said,

> *"I feel that in many respects, I've got to know these counselees far better on the field trips than in interviews with the parents or individual interviews with the students."*

Also,

> *"It is the first time I feel that these people, the students, have seen carpeted offices, plush marble-topped desks, and receptionists that treat them as though they were worth a million dollars."*

One student said,

> *"Boy, never in a million years would I ever be able to work in a place like this."*

Other comments:

> *"I need to reiterate, these kids are so much impressed by even little things that are done for them."*

Comments regarding counseling in general:

> *"The counselors helped me by giving confidence and understanding in myself and my abilities. I got to know and understand my problems and found out what to really do about them and that my problems weren't as bad as they have seemed to be."*

> *"I am sure glad to have been able to come to school here and would like to thank everyone for helping me and putting up with me and to say I am sorry if I*

have not been good every day. I want to thank you for helping me. I have learned a lot."

"Counselors have helped me understand what was expected of me by the society in which I live. Also has helped me meet my need for knowledge."

"The counselors have helped me by giving me information on getting jobs and having different views on teachers and schools."

"The counselors have helped me to decide what I want to do when I get out of high school. Also helped convince me that an education is the most important thing in my life."

CHAPTER 4

Some Counselor Studies on the Dropout

Is smoking a significant problem with the school dropout? Do dropouts realize and accept the health hazards in smoking? What role has smoking played in regular day school disciplinary problems? What do dropouts say they smoke?

These and other questions motivated the counseling staff to conduct a survey on smoking habits and attitudes in relation to school dropouts. The counseling staff believed that smoking is an integral part of the dropout's daily living pattern and relates directly to many of his problems. The survey was developed as a result of a brainstorming session in a group counseling period concerning a problem of the student population at this time.

The students' response to the survey was very positive and served as a launching pad for dynamic discussion on peer and adult values. The survey was followed by information in the format of movies, written material, and lectures on the ill effects of smoking by two medical doctors within the county. Students indicated, however, that such attempts such as films and speaking did not change their attitude toward their smoking activities. The results of the survey are as follows:

(1) Do you smoke?

84% of the student body replied YES. More boys than girls indicated they smoked.

(2) How many cigarettes do you smoke per day?

Most students smoked more than fifteen cigarettes a day.

(3) At what age did you first smoke?

Most students began smoking between the age of thirteen and sixteen.

(4) What brand of cigarettes do you smoke?

Most students selected the brand of cigarettes with a red-covered package.

(5) Do you smoke cigars?

Most students said NO.

(6) Do you smoke a pipe?

Again, most students said NO.

(7) Why did you start smoking?

Most responses were gang pressure; the second most frequent response was "I don't know."

(8) Do you enjoy smoking?

Most students replied YES.

(9) Would you recommend smoking to others?

Over 84% said NO.

(10) If you could relive the last few years of your life, would you start smoking again?

NO was the more frequent answer, although there was no significant difference.

(11) Do you feel you could stop smoking if you wanted to?

Most students said YES, while about 48% said MAYBE.

(12) Do you enjoy smoking more at certain times?

YES was the dominant response. Most indicated after meals.

(13) Was smoking involved in any disciplinary problems at school?

To the surprise of the counseling staff, most responses were NO.

(14) Should high school students be allowed to smoke on campus.

This was almost 100% YES.

(15) When you are a parent, would you want your son or daughter to smoke?

75% responded NO.

(16) Does your mother smoke?

50% of the students replied YES to this question. Same with regards to the father smoking.

(17) Are you permitted to smoke in the home?

75% of the students said YES.

(18) Do you feel smoking is harmful to one's health? 74% replied YES.

(19) Does the recent government survey have any influence on your smoking?

75% replied NO.

(20) Do you every worry about your health in relation to smoking?

The majority of the students replied NO.

The students were then asked to write any comments which they felt would be helpful in the survey. The following are some of those comments:

> "I feel that it could endanger my health, but the thought of dying from it is beyond my imagination. I think that most teenagers feel this way."

> "All I can say is I'm going to stop as soon as I smoke the one I have."

> "I believe a student should be given a chance to have a cigarette during lunch or at one time or another as long as it can be controlled since they are going to do it anyway."

> "Well, it's better to smoke in school during passing periods - that way no one would drop out of school. That way they can do their work better. That's what I think."

> "If they smoke, I want my children to smoke in front of me rather than behind my back."
>
> "If my health was affected, I'd quit. I can't see anything wrong, so why should I quit."
>
> "Since people get killed in cars, why aren't cars labelled dangerous to health?"
>
> "If you let high school students smoke, the excitement would be gone, and they would quit before it became a habit."
>
> "Boys can smoke if they want to but girls shouldn't."
>
> "Most smoke to feel part of the group - most teenagers smoke to get away with something."

Conclusions:

84% of the students in the summer school were constant smokers. The typical smoking students smoked approximately one pack of cigarettes per day. Peer group pressures and identification with adult image appeared to be the most significant factors in starting to smoke. The smoking dropout enjoys smoking, but would not recommend smoking to others. Smoking is significant in regular school discipline problems. 25% of the student body had disciplinary problems involving smoking or possession of cigarettes on campus. Dropouts believe students should be allowed to smoke on campus. This would relieve tension and anxiety and would reduce the number of dropouts. The dropout realizes that smoking is harmful to health. They have difficulty relating the possible consequences of smoking to themselves. The pattern would indicate that smoking teenagers have smoking parents with which to identify, while non-smoking teenagers generally have non-smoking parents. A vast majority of the dropouts state that they would not approve of their children taking up the smoking habit. Smoking is an integral part of the daily living pattern of high school dropouts, and has a definite implication for school counselors and administrators interested in the prevention of the dropout and in rehabilitation of those dropouts attempting to return to school. In view of the fact that a significant percentage of dropouts smoke, some school regulations involving smoking deserve investigation and revision.

Popular music and its affect on school dropouts and potential dropouts was a concern of the counseling staff.

Students shared with adults some liking for the standard and semi-classical music, and to a great degree, folk music, particularly that of the commercialized variety. A few of the students were somewhat more sophisticated and preferred jazz, but most enjoyed rock and roll. It is the "big rock-candy mountain" country for the young adult. Recent research has found that 50% of students enjoy pop music the most and virtually all students listened to it even if they didn't like it because it was important to know what their peers were attending to and what the latest hit is and one's opinion of it.

It was found in our students that the young adult dropout and potential dropout tend to identify with lyrics with meanings to which they can emotionally tie themselves. Some such songs are "The In Crowd," "I Can't Get No Satisfaction," "Mr. Lonely," and "Like a Rolling Stone." As part of the counseling survey on music, the words of these songs were printed so the students could read them, as well as listen to the record itself. In many cases, it was the first time that these students had actually heard a song through its entirely. Counselors discussed meanings and why students could identify with certain types of songs based on students adjustment and emotional status.

This brief survey enabled counselors to gain some insight into the emotional problems and frustrations that students were manifesting at the time of their attendance at school. One of the most significant results found that the higher the grade level of the students, the less rock and roll they listened to. In other words, the ninth and tenth graders tend to listen to more rock and roll than eleventh and twelfth graders. Also, it was found that a relationship existed between socio-economic status and liking of rock and roll. Students who came from the blue collar working classes were more apt to prefer rock and roll than students who came from a family where the father was of professional status. Another finding was that dropout students and potential dropout students do not differ significantly in their like or dislike for popular music. Some prefer standard or semi-classical music, but most of these students prefer rock and roll. Girls tend to prefer rock and roll more frequently than did the boys. The slower learners prefer rock and roll more than students with higher I.Q. ability. The lower the I.Q., the more the rejection of semi-classical music.

As a summarization, the survey revealed that music is important to these students and they do identify with those songs to which they feel most closely related; they do not necessarily listen to all the words of a song, but only those words they identify with. Basically, they couldn't care less about the whole content of a song as long as it satisfies their personal needs.

CHAPTER 5

Curriculum

What kind of curriculum experiences do you provide for a student to help him construct an inventory of his assets? This was the problem that the curriculum staff faced during the summer. It was a foregone conclusion that these students were in the school because they had developed an inventory of liabilities - liabilities which would prevent their functioning successfully in the summer school program. They had achieved a high score of negatives in order to meet the requirements for this school. It seems that they conducted their lives by reacting to what was wrong with them. They knew a lot about what was wrong with them; their inadequacies had been firmly reinforced through the educational school year.

It was assumed that a change of attitude could be realized by changing the students focus from what's wrong with him to what's right with him. The teaching staff felt they were dealing with an inverse proportion; the more energy the student exerted in defending his weaknesses, the less energy he exerted in building his strengths. Many of these students had learned that the best defense is a strong offense - ego-offensive behavior.

The philosophy of the curriculum staff was first to remove attention from the student's inadequacies and the behavior seemingly rooted in failures. To do this calls for a permissive environment. It is right at this point that the most critical kind of discrimination must be used by the teacher. Often the overt behavior of a student is similar when it follows from success or when it follows from failure, i.e., loud talking and demands for attention are just as often evidence of enthusiasm and triumph as they are of hostility and frustration.

Thus, the removal of pressure from the students allowed them to act in an environment that did not threaten them. The teachers generally preferred to think that much of the students' active behavior was an expression of joy from the sudden relief from tension in a school setting.

The selection of curriculum for the summer school programs created quite a problem. From the personal interviews that the counselors had had with the students who were making application to attend the school, it was discovered that one of the basic causes of dropping or failing school was that these students were unable or unwilling to work in a regular comprehensive high school and its present-day philosophy and methodology in the curriculum and academic area. The project director tried to find something new in curriculum approaches that would lend itself to the philosophy of a group-guidance-oriented school. It was a very difficult task to find a philosophical curriculum to fit into the categories designed for school dropouts.

In 1958, the New York Herald Times reported that a Dr. Albert Upton, Professor of English at Whittier College, had developed a new approach in the curriculum-language field which was not only inventive and creative, but claimed to increase the I.Q. score by at least ten points of any student who followed these methods for a year. Although this was not the basic reason for the author's seeking this material, he was intrigued with the creative approach that Dr. Upton presented.

Curriculum and the school dropout have been at odds for many years. It is the opinion of the writer that the one major contributing cause for the early school leaver is the fact that the curriculum of the present high school does not meet the needs of these individuals. Actually, what is needed across the United States is an "eyeball to eyeball" look at the present curriculum and what negative effects it is having on our youngsters today. While private industries have gone through changes to meet the demands of modern society, the approach to curriculum has only shown token changes. Basically, we are still operating our schools as we did in the fifteenth century. The period of change has struck the country in all areas except education. It certainly appears that if some provocative leadership and direction is not soon forthcoming, the-e will be others who will taken the educational leadership away from us. This has already been demonstrated for us by private industries in many of the federal educational programs under the 1966 Federal Aid to Education bill in Washington, D. C.

One of the greatest factors that we found in working with the school dropout was his tremendous ability to learn. He actually wants to learn, but there is a block between him and the typical academic programs. This situation could be compared to the story of the medical doctor who had performed an emergency operation on his patient. While the patient was in the recovery room, the doctor came to examine the patient. Upon examination, he realized that the patient was having a setback, so he asked him what was wrong. His patient, in a semi-conscious state, was unable to answer him. The doctor instructed the nurse to give the patient paper and pencil so he could express what his problems were. As the patient was writing his statement, he passed away before he completed it. The doctor was quite shocked and could not understand what the problem was. The prognosis had been good and the doctor was unable to find anything out of the ordinary about his patient. As the doctor picked up the paper that the patient had left uncompleted, he read, "Doctor, you're standing on my air hose."

As we look at the phenomenal problems of the school dropout and potential dropout, we find this analogy not far fetched. Curriculum often is standing in the way of progress because of its medieval approach. This is the reason we had to choose something different from the ordinary for these youngsters for they had already demonstrated their lack of acceptance and ability to succeed in these areas. When we became familiar with the Creative Analysis approach, it seemed to be exactly what we wanted for these youngsters. It was conducive to the philosophical approach of guidance orientation and it lent itself to this type of student because it gave them a chance to succeed.

Creative Analysis was a new approach in the language area and it was as revolutionary as the new math program, but unfortunately, not as widely understood. Two separate books were used as the basic tests for the summer academic program. The Creative Analysis workbook, written by Dr. Albert Upton and Dr. Richard Samson, was used as the basis for the entire curricular academic program. The book presented the principle concepts of Dr. Upton, providing the methods for solving one's problems through a logical step-by-step process. The second book, although not used directly but referred to in the classroom, was called Design for Thinking, and was also written by Dr. Upton. The primary concern of this book was verbal communication; it only touched lightly on the non-verbal communications.

Philosophy of the Creative Analytical Approach to Curriculum

The task of all formal education is to develop an understanding and appreciation for the three basic categories of human enterprise: the aesthetic enterprise, the philosophic enterprise, and the scientific enterprise. These three categories were emphasized in the summer guidance program. It is assumed that every student, to some degree, possesses artistic impulses. It is therefore the obligation of education to encourage and sharpen the aesthetic sense in order that the student may be award of beauty wherever it is found. This does not mean that each student will become a painter, but that each student must be cognizant of all the elements that will bring pleasure to his artistic sense.

The summer schools provided for the development of these appreciations through work in the school art room, in the production of a school play, in working on the set, helping to direct, and acting out the roles. The students grew in ability to appreciate the place of the aesthetic values in the world of art. There was evidence of a growth in aesthetic appreciation shown by improvement in these students' appearance and behavior. This was facilitated by the example of the members of the student body executive council and by discussions in guidance sessions which emphasized the aesthetic appreciation of values.

The major philosophical objective was the amplification of the students' system of values. This was the primary concern of the guidance and counseling staff in their role as discussion leaders and individual guides. The instructional staff was committed to the identification and definition of the scientific approach in reference to the function of a symbolic system in civilization. How can symbols be used as a tool to solve problems? The first and most vital concept that must be realized by the student is that by increasing his awareness of symbols as tools of thought, he can control his symbol system, including both language and math, and not let these symbols control him. Methods which consistently focused their attentions on symbols made the students aware that these symbols, as a group of meaningless objects, were no different from any other meaningless objects. The more attention directed on the object, the more differences were seen, and the more precise the differentiation.

For example, consider the student who had never been interested in the word "animal." To him an animal was an animal. The word had no precise meaning. But if he were asked, "Is man an animal? Is he an insect? Is he an amoeba?" he became interested in the differences between animals. He became interested in the spelling and pronunciation of "animal." By focusing attention on this symbol, the student becomes aware of its ambiguity, and this awareness stimulated and created a willingness to understand the meaning of the symbol precisely. Continued focus on symbols, both math and language, in this manner developed what is called the "symbol attitude" -- what are symbols and what do they do?

The next stage in the student symbol awareness involved control of symbols, through application of scientific approaches, followed by continuous application and practice. These scientific approaches were three in number:

(1) Classification - when a student asks a question, "What is this a sort of and what are the sorts of this?"

(2) Structural Analysis - when a students asks a question, "What is this a part of and what are the parts of this?"

(3) Operational Analysis - when the students asks a question, "What is this a stage of and what are the stages of this?"

These are the three acts that man can perform when attempting to solve problems logically in his environment. Man can classify by seeing similarities and differences; he can perform a structural analysis by seeing wholes and parts; he can perform an operational analysis by seeing a stage or part in relation to an event.

If reading, written communication, and math are acts that the student turns to when attempting to solve his problems logically, then he must be consciously aware of the three, and only the three analytical tools he can utilize. It was vital that our students become aware of the power and limitations of symbols and that they realize that a symbol is a man-made instrument, subject to control and when under conscious control, it can be used as the servant, not master.

Objectives of the Creative Analysis Program

(1) Develop a positive attitude in students toward his ability in the areas of communication in both interpretation and transmission of interpretation.

(2) Establish rapport in students which will be conducive to the learning situation.

(3) Develop an awareness in the subject that although process relies upon symbols, language symbols are the tools of thought; conscientious control of these will improve the students' functioning in any area of life.

(4) Awaken and mobilize the analytical powers, normally trained only in scientific work, and divert them to the problem of communication rather than interpretation.

(5) Introduce the hypothesis that all language arises as a need to express the three brain functions:

(a) sensation (b) emotion (c) logic.

(6) Develop the concept that English is a highly ambiguous language and that awareness and control of ambiguity is the vital consideration in interpretation.

(7) Indicate how the tools of thought work by a detailed analysis of metaphors.

(8) Encourage the student to return to school with the confidence that he can master any problems in communication.

The structure of the curriculum program lent itself to team-teaching as teachers of English, reading, and math were in connecting rooms and could easily interchange students or teachers. The teachers could plan their efforts to integrate at least the three logical concepts of classification, structural analysis, and often operational analysis. The team-teaching approach was well accepted by these students. One of the unique features of the classroom arrangement was that the class size was small enough to allow the students' desks to be placed in a circle. This physical arrangement seemed to produce an atmosphere more conducive to discussion which was a vital technique in the Creative Analysis approach. The students were homogeniously grouped with the basic consideration of reading placement, although leadership ability was an additional factor to be considered in placement in one of the five groupings.

Creative Analysis Versus Standard Curriculum Procedures

Why was this approach to curriculum selected rather than the standard curricular procedures? First and foremost, it is a foregone conclusion that the curriculur procedure that has been used with these students in the past was unsuccessful; they rejected it and experienced failure. Therefore, to continue to reinforce this failure in a summer school designed to change attitudes and behavior would have been self-defeating. The Creative Analysis philosophy offered something different and new for the students. Although the language and the exercises in the workbook seemed at first to be rather sophisticated for these students, they did manage to do some of the exercised and became quite fascinated with themselves when they were able to use "the big words."

The traditional approach in the high school composition class is to stress the mechanics of the English language as a prerequisite for better writing. This usually involves the study of grammar, punctuation, vocabulary, spelling, and often the task of diagramming sentences. While it is not the desire here to criticize this approach, it is the intent of the writer to present them in their proper perspective. As a sole basis for writing, they have often been found inept, for they have seldom been shown to transfer over to actual writing experiences. What is it then that bridges this gap between the study of the function of words and the meaning of words? It seems that Dr. Upton's study provides a most useful bridge. He has prepared a careful study of conscious behavior of man and his attempts to communicate. It is, according to Dr. Upton, imperative to be aware of the conscious methods of solving one's problems, the outgrowth of which will enable man to present his ideas more clearly. Man, therefore, can be more certain that he is being understood.

With his tools of classification, structural analysis, and operational analysis, the student is better prepared to communicate with clarity. In order to proceed with these problem-solving techniques, the student must first be aware of what the words mean. In addition, transfer-value to the writing experience tends to be greater when Upton's analysis of language is presented because the student has a logical format upon which he builds his theme. In creative writing, the former approach to English mechanics can then be applied in the students' own handwriting. Hence, an educationally deprived student tends to be hesitant to write for he has little security in this field of learning. It matters little how many lessons from a formalized textbook of language skill he may successfully prepare. If he doesn't write, corrections cannot be made on his own writing and without integrative tools, the student is likely to be hesitant to write. Upton's work tends to provide the necessary integrative skills. His analytical tools provide the student with a systematized way of thinking that is perhaps intuitive, but almost without fail, is lacking for our type of student.

A less obvious but nevertheless important reason for selecting Dr. Upton's approach is the motivational value of its newness as compared to the traditional procedure. A school dropout tends to need greater emphasis on the unique rather than on the standard. He is less inclined to generate his own interest and depends heavily on the resource of others to capture his interests.

This is particularly true in a class of English composition. Furthermore, writing to most is not an especially exciting class; it borders on the dull. For this reason, Creative Analysis tends to present a game-like atmosphere. This game, however, is only as worthwhile as its application to the student's real life needs. The uniqueness wears off readily if the student is not adequately informed concerning ways Creative Analysis will benefit him. So one must be wary of depending only on the book for motivation. The teacher is urged to remind the students often of the practical use of Upton's theory.

The third and perhaps most important factor in contrasting Creative Analysis to the standard approach is the philosophical background. The standard English approach is nearly void in this area whereas the philosophic background of the behavior of man is adjunct to understanding Dr. Upton's problem solving techniques. Creative Analysis was selected also because it was conducive to work with small groups of students and would interrelate rather quickly with the group techniques imposed on the student through group counseling. The group technique offered interaction which is most valuable when the ambiguities of ideas was being considered. This exchange resulted in an expansion of the individual's somewhat narrow scope. The smaller the group, the greater the opportunity for all to express their ideas. This is particularly true with the dropout or potential dropout who tends to be self-indulgent. He needs a small group in order to have the opportunity to respond with his ideas and sustain his attention. As the writer looks back over the three years of this program, he is convinced that the Creative Analysis philosophy contributed heavily to the success of these students, for it basically deals with meaning and not a cluster of skills and values as standard compositional classes do. It might best be summed up this way: the Creative Analysis approach is specific and the needs of the early school leaver in the areas of language are specific. In the conventional English program, there are a collection of so many things that to these students, language is just another word for confusion.

CURRICULUM - ENGLISH

Whenever possible, a team-teaching approach was used in the academic areas of the summer school program. Each student was scheduled into English, math, reading, and a study skills class. Each teacher was responsible for his own class assignments.

The following reports will be given in the specific academic areas. This is a partial description of the curriculum in English. Its basic objectives were similar to the overall objectives of the other academic areas. They were: to develop the desire to return to school; to help the student face tasks in English with confidence and enthusiasm; to develop a positive attitude toward written communication; to build confidence in each student's ability to communicate; to determine how well each student could organize ideas and paragraphs; to develop an awareness in the student that all thought processes rely on symbols; that language symbols are the tools of thought; that conscious controls of the symbols will increase the students' function in any area of life. When using language as an instrument of problem solving, the human brain can perform three acts of logic. It can sort, it can take apart, and it can divide into stages. Through experience in classification (sorting), structural analysis (taking apart), and operational analysis (dividing into stages), the students can become aware of the ways in which his brain functions. The relationship between classification, structural analysis, and operational analysis in written communication can be demonstrated to the student.

In order to evaluate the English classes, it would seem necessary to enumerate briefly the assumptions about school dropout behavior which guided the development of the curriculum. Initially, it was observed that student response to any lesson requiring abstract thinking was severly limited unless the student had previously been acquainted physically with concrete experiments. Traditionally, in the regular high school, the teacher resorts to one of three methods of instruction: lecture, discussion, or lecture-discussion. Such methods rest upon the assumption that the students are capable of abstracting ten or more ideas in a fifty-minute setting with dependence upon auditory and visual stimulations completely. Motorless comprehension is likely to be rather axiomatic to the high school teacher in the average and above-average class. In addition to the motorless comprehension, the students are often expected to move rapidly each day from one set of ideas to another. Retention, then, is solely contingent upon the student's capacity to move in an abstract level where he is forced to make the necessary transitory links and bridge the gap from his own understanding of the physical world to the abstract world of ideas.

The phenomenon mentioned above presented a problem not only to the below-average student but also to the educationally-deprived student. It was therefore mandatory that the summer school teachers recognized this problem if he were to affect any changes in the writing skills among the dropout and potential dropout students.

The teachers had to recognize the student's need to feel free to express his lack of understanding of the information being converted; students, although strongly verbal, were rather hesitant to seek "help of an academic nature." This was perhaps due to the fact that they had been made consciously aware only too often that they were failures, and particularly in the field of writing. Compositions, by their very nature, appeared to be threatening tasks for most students, even in the regular classroom. One must gain the student's complete acceptance of himself and his mistakes (i.e., punctuation errors, spelling errors), prior to any actual writing. Hence, emphasis was not placed on these conventional writing skills, but rather on "getting something down on the paper first."

Lacking in cultural experiences, the student finds himself able to support few theses that the teacher in a regular school might present. In an attempt to cope with this lack, the English teachers chose a new approach to composition - an unstructured, projective approach. The rationale for selecting such an approach is based on the observations that dropouts lack a variety of emotional responses and tend to view the world in a self-indulgent manner. They seem to "see" only their own needs, only their own fears, and only their own anxiety. Therefore, it is their own needs, fears, and anxiety that provide the basis upon which and around which the literary skills can be readily molded.

Occasionally, the uneasy, restless, misbehaving student was the student who had become sophisticated in the lesson being covered before his peers had reached his level of comprehension. Self-indulgent as he was, courtesy to others was meaningless to him. A potential disturbance was imminent. Wisely, then, the teacher should be flexible enough to sense a need for change, if only for the individual student. Assuming that self-respect was generated by accomplishment of work rather than accomplishment of play, it was the sensitive teacher who attempted to confront the potential disturbance before it occurred.

Next, the student who begged constantly for attention might be one who often was not realizing the immediate results of reinforcement for the task asked of him. Often it seemed incumbent upon the educator to respond with the team approach, not only instructor-student relationship, but student-student teams, for the former may be more threatening for the dropout. The latter is likely to be less so. Peer confidence was likely to be more binding than confidence in adults.

Adults seek limits. Students seek limits, not only in social behavior but in academic tasks as well. This brings the final assumption: pursuit of freedom within a framework of consistency is sought by all, students and adults alike. The boundaries and ramifications of one's environment are essentially the foci of exploration. Because of the very nature of the subject matter, no published material was chosen, other than the Creative Analysis, in English instruction. Thus, as a result, individual resources by the teacher were heavily utilized.

Special Techniques and Methods

An unstructured theme approach analogous to projective techniques currently employed by personality theorists was often used because it allowed the students latitude within limits. The essence of the unstructured, projective technique was found in its interplay with individual needs. Knowingly or unknowingly, the student encountered the opportunity for meaningful catharsis. The psychoanalyst might interpret the physical drama for purposes of prognosis and treatment; the teacher's purpose was to unlock an avenue toward graphic expression and self expression.

This approach provided the student with meaningful material upon which he might draw as he chose. With little experience upon which to build, the student is faced with a problem, too often, in regular class of having to write on "esoteric topics" which are, for the educationally-enriched person, alive and vital, but for the educationally-deprived, stale and inappropriate to his needs. If pressed to accomplish in the esoteric framework, the educationally-deprived student tends to respond by forming social cliques if he responds with anything at all. It is only possible to move into the more esoteric topics following an intensive, graded program of writing about self, self with society, and society at large.

To reinforce means to praise, but to use judicial praise. These dropout students are not fooled by idle praise or flattery, used as a technique to get them to produce. They are stimulated by sincere interest in helping them to see their actual accomplishments. They want to be assured by reference to their own writing. Necessarily, the teacher must work directly with the student while he is writing -- not after he has written. Unfruitful is the feedback yielded by lengthy, red-ink corrections administered in the teacher's home with little or no personal contact.

Another type of reinforcement is the sort we can call confrontation. This requires emotional sensitivity and empathy on the part of the teacher. The teacher must be able to detect feelings of frustration in the student and then try to understand why the feelings of frustration exist. In doing so, the teacher then conveys the latter to the students and tends to work with these feelings rather than antagonize the student by reprimanding him for not getting his lessons done. Confrontation is ineffective unless the student clearly understands that the teacher is involved in a sincere attempt to provide help, not malice. The product of confrontation is self-insight, a clear picture of one's self. Such clarity can be other than constructive. If understood, it is more pleasurable and hence reinforcing. Confrontation concerning problem development in the course of writing experiences is a meaningful way to help the students learn to care for others and to develop group and social responsibilities.

Instructionally, it was crucial to give the students a realistic way of eliminating his writing errors. A medical doctor can lead a diseased patient to the insight of his problem by telling him what he suffers from. But the disease will not be cured at that point. It is imperative that the doctor take the necessary steps to cure the patient or to help the patient cure himself. Carrying the analogy to its logical conclusion, it appears that teachers are able to point out effectively the students' errors, but in order to reduce those errors, we must also point out possible realistic procedures which aid the student to correct his errors at the time that he is writing.

There can be no doubt that abstractions were difficult for the typical dropout student attending the summer school. Commonly the intangible is unmanageable for the great majority. This observation is perhaps best amplified by the absolute failure of teachers to verbally teach with satisfaction the meaning of relative concepts, "general" and "specific." Two consecutive days of verbal instruction including repetition, rephrasing, and student participation seemed to leave little or no mark on the vast majority of these students. Clearly, verbal instruction alone was akin to no instruction at all. Something more was needed -- concrete example or models of general and specific. The following day, the concepts were presented in the form of familiar household objects (flower, vase, cup, etc.). All but one of these were generally related by their orange color. The uncommon object, a white cup, was a tangible example of specific difference. The students readily understood; some went so far as to explain that the concepts were "dumb" because they were too easy. The lesson provided meaningful material on which the students could build and to which they seemed to relate, as measured by a subsequent worksheet.

SUMMARY

The analytical approach to the subject of English offered something new and positive for each student; he could realize a certain amount of success in his work each day. This success seemed to affect the attitude of most of the student body. As the student continued to meet with a degree of success, he felt more confident with his language.

Although many students had difficulty in mechanics and spelling, the major difficulty in written communication was found in the inability to verbalize ideas. In the first summer session, the counselors devised a short test to be given to the students which might measure success in the area of written communication. All students were asked to respond to a question, What things are most important to me?" The students were given three minutes to make this response. Out of the fifty-seven students tested, five did not respond, and forty-eight responded with more than ten words. At the end of the summer school session six weeks later, the same test was given and only one student made no response, however, the remaining students wrote more than ten words, and three wrote more than fifty words. In the first test, fifty-seven students made 796 individual word responses; the mean response was 14 words per student. The range was 0-31 words responded. In the post test after six weeks, forty-eight students made 994 individual word responses and the mean was 21 words per student. The mean increase was 7 words per student. Thirty-two students made an increase in word response. The range of increase was 1-30 words and the average increase was 12 words per student. Thirteen students increased in word responses. The range of decrease was 1-13 words and the mean low for students was 4.5 words.

This would indicate that in part, the continual exposure to the written work in both reading and composition classes, and the analytical approach to reading and writing in particular gave the students reassurance and confidence in communication. In other words, the student had changed his attitude toward words.

Another difficulty in written communication was in the ability to organize ideas in a meaningful way. This problem was evident during the first week when students were asked to write their initial paragraph. As a result of extensive concentration on analysis -- classification, structural analysis, and operational analysis, over twenty-eight students indicated improvements in areas of organization. These students could write a paragraph illustrating coherence and unity. Eleven students did not return writing assignments to be evaluated, and fourteen students did not make a noticeable improvement in their compositions. These same fourteen students had difficulty working on exercises outside of class and this necessitated a great deal of individual attention. With individual attention, however, most of these students appeared to understand the methods of analysis.

In the areas of oral communication, further evidence of growth in logical thinking was seen. In the first few weeks of school, organized class discussion was difficult because a good percentage of the students were incapable of sticking to one major idea. If one student was using an illustration to develop an idea, another student would pick up the illustration and proceed with an irrelevant idea. Generally after a short period of time, these students had lost the original idea and purpose of the group discussion. By the fourth week and after extensive exposure to the three sorts of analysis, particularly classification, students were consciously striving to contribute relevant information to the discussion. In fact, some of the students would point out to others the irrelevancies in an attempt to make the discussion move in a logical way.

The students were also asked to observe situations in their own everyday life that would exemplify logic or logical thinking. They brought illustrations from all walks of life: radio, television conversations, drama, informal discussions at home and on campus, and experiences in their work. It was surprising and gratifying to see how perceptive these students became in recognizing unorganized thinking.

Positive results were further evidenced in the areas of homework. Generally, in the first week or two, no homework assignments were turned in. In the latter part of the summer session, however, definite homework assignments were made and students responded very favorably.

Many of the benefits of the English classes will not be as obvious as those mentioned above. Some of the positive developments in students' attitudes could not be apparent until the students returned to school. Even then, the ramifications of this work in the summer program might not show up for a number of years. It is felt, however, that real changes were brought about in a great many of the students' attitudes. This was manifested by the fact that students remained through the month of June and July during the regular summer vacation and worked for six weeks in this program. One can conclude that the nature of the English material aided immensely in the readjustment of the students' basic attitudes toward English classes and provided them with successful academic experiences to which he might add on his return to regular school.

CURRICULUM - READING

Reading, reading, reading, reading, and reading again and again is stressed in all of a student's educational career. It is a foregone conclusion that if you have difficulty in reading skills, you automatically fall behind in achievement, whether it be in the educational world, the work-a-day world, or just plain society. One of the universal criteria for potential or school dropouts is this inability to read. Over one-third of approximately five hundred students who attended our summer schools in three years read below the fourth grade level. As the purpose of these summer sessions was the rehabilitation of youngsters and a positive change in their attitude toward educational achievement, first and foremost we had to work with their reading disabilities. A reading specialist for each of the centers was employed to work with the lower one-third of those students who demanded his attention. Those students who were selected to work with the reading teacher had developed strong defenses to protect themselves against the embarrassments, failures, and frustrations which they encountered as a result of being an inadequate reader. Many of these students exhibited an open hostility to all things identified with reading and writing. Many of these students thought of themselves as being dull or stupid. They identified their feelings of inadequacy with reading. Unfortunately, this self-concept too often carried over into many other aspects of their lives in and out of school. This poor concept of one's self has led many youngster to enter the fields of crime and a life of imprisonment or life under social welfare agencies. We found, however, that most of these students wanted desperately to learn to read. They had been labeled by educators as poor readers, and had been placed in low groups for most of their educational years. When reading was discussed with them individually in the classroom, the majority indicated that they had received some special reading attention and had been exposed to some remedial practices for many years. Often the students' discussions were followed by some defensive remark, "My mother says I can't read good because I had a poor first, second, or third grade teacher." "We moved around a lot and I got behind." "My teacher didn't like me because I got into fights, therefore, she wouldn't teacher me to read." Only a few of these students in the reading class could muster enough optimism about remedial reading to give more than a half-hearted participation. Repeated reinforced failure had been their experience with "social reading." They just did not really believe that another go at a reading class would do them any good.

When they approached reading, or other academic activities, these students were much more concerned with the mechanics of the exercise than with the purpose of the activity. Even when the purpose of the exercise had been explained to them, most often the response would be, "How many of these words do you want me to read?" Or, "Should I read down or across?" Or, "I've had this before," or some other such remark to indicate that getting finished with the activity was the prime objective for them. Their lack of reading skills didn't seem to squelch their interests. The slow reader was not less interested or less curious about his world than any other student. He was forced to seek out experiences and express himself through channels that did not depend on literacy. He wanted to know how. He wouldn't be put off by some scheme designed to lead him through all the intermediate paths to discovery.

Real physical discomfort was experienced by many of the students when they faced a task of reading and writing. If alternatives were eliminated and they saw that they must go through with the process, it was not unusual for them to grit their teeth, take a deep breath, or make some gesture in preparation for the ordeal. When they finished the task there were obvious signs of relief from the tension.

The students had a lot to say. Most of them talked freely about themselves and their world, once any threat was removed. The speaking vocabularies which many could command seemed adequate for them especially when enriched with liberal use of vernacular and metaphors. Some of the students who had a really basic difficulty with word recognition were among the most articulate students. Some employed quite a sophisticaled vocabulary. Others were able to pronounce and recognize many words that held no meaning for them. These students with the least command of reading recognition skills were unable to use the subskills which they had acquired. The parts seemed in no way to relate to the whole for them. They just didn't seem to connect drills, exercises, or assignments of reading for information and pleasure. Perhaps they had never experienced the latter.

Reading Objectives

The objectives set forth for the reading classes were:

(1) to allow the student to experience a positive, non-threatening relationship with the traditional antagonists -- school, teacher, etc.;

(2) to permit and encourage a natural curiosity about their world;

(3) to move freely through the mysteries of libraries, books, museums, and projects without constant threat of failure and frustration;

(4) to help the students construct an inventory of what he *does* know and what skills he *does* command so that he can utilize those positive elements to build an academic foundation of success rather than failure.

Dropout students and potential dropout students tend to see themselves in terms of their failures, that is, in terms of what they cannot do. They emphasize the negative aspects of their lives. Most of them cannot even conceive of themselves as being able to succeed in any academic activity. They become much more concerned with avoiding reading experiences and academic experiences than in working toward a positive goal. They spend tremendous energy in defensive and avoidance activity. Many are looking for a cure-all to solve their reading problems painlessly and without effort. Because of repeated failure in the school program (based on reading), the students carry this failure over to failure in most all things of life. They must be helped to realize that reading disability is not a matter of unworthiness; it is rather a problem of inadequacy.

It was the purpose of the reading specialist to give the student a realistic set of goals for his reading effort, and to point out to him where he could use day-to-day reading skills, such as application forms, driver tests, and the use of a telephone directory. These things in life are reading and language also; it is not the exclusive province of Shakespeare, Longfellow, Twain, and Untermeyer. Instead of presenting the student with what he should do and what he should not do, the summer school program was dedicated to helping the student develop an inventory of what he could do and what he did know. The development of a positive attitude regarding reading difficulties was best illustrated by one of the students who was working individually with the reading specialist.

John was a sixteen-year old boy with a spasmodic school attendance record. He took up half of the staff conference time during the summer. He represented an extreme example of a common problem for which possibly solutions could be found. John persisted in using words and gestures which no teacher can tolerate without earning the contempt of the class and permitting class standards which deny essential conditions for productive, civilized interaction. Even the summer school teachers who were specially selected had to resort to sending John out of the classroom so as not to sacrifice his classmates. For example, his behavior would include the continuous use of profanity. Persistently sauntering into his class long after it had started, he might fondle the back of a teacher's neck saying, "Oooooo, is teacher angry?" However, John behaved very differently in the remedial reading class, where he showed only courtesy and a tremendous desire to work. The only negative remarks he made in the six weeks of the remedial reading class were to other students who slowed down his work when he was teamed with them. His industry and intentness on using every second of his time made the reading teacher uncomfortable and frequently evoked an apology from the teacher for the unremitting intensity of his work. The staff wondered whether this warmth, courtesy, and industry that John gave the remedial reading teacher could be transferred to other teachers in a regular classroom. This transfer was accomplished in three steps. First, the remedial reading teacher consulted with John about demonstrating his progress to other teachers so others could know it was his progress and not the remedial teacher's. Secondly, the English teacher heard his lesson as planned by the remedial teacher and seemed to build the same, warm relationship with John. Third, the remedial teacher and the English teacher worked as a team with a large class that included John. This method of building better behavior and transferring it back to regular classrooms is a model which could be used, probably, in any school. Based on the Nelson Reading Test, John increased his reading ability from the middle of the first grade to the beginning of the third grade in a short six weeks time.

The task of the remedial reading teacher was two-fold. One, to work individually as indicated in the above story of John, and also, to work with small groups of students in their reading classes. As in other phases of life, often it is the gimmick or the technique which succeeds in the operation of difficult tasks. Reading needs these techniques or gimmicks. Undoubtedly, each of the students attending this summer school had received private tutoring, used reading kits, and experienced expert reading instruction as could be afforded in both public and private situations. But the success of the reading program here was primarily due to the individual reading specialist and the techniques which he used. One such reading instructor used a three-way radio device, demonstrated as follows. The main switchboard, or radio, was plugged in at the teacher's desk while the students had ear phones and a small microphone at their own particular desk. Each student would begin to read his own material separately and as a question would arise, the students would signal the instructor at his desk that he had a question. The instructor would tune the student in and answer his question without leaving his desk or the student his. If the teacher wanted to listen to the student reading aloud, it was a matter of simply dialing into his frequency. Thus, the teacher could be in contact with three or more students in his classroom who were reading silently to themselves or wanted to read aloud. This is particularly a useful device because it was something the students had not used before, and it gave them an opportunity to read to themselves and to be in immediate contact with the teacher if the student found a word he could not pronounce.

In planning the use of various techniques to help the students progress in reading, each of the reading instructors was cognizant of the fact that these students possessed a shorter span of attention than the typical high school student. It was necessary, therefore, to utilize as many different techniques and devices as possible that would give the student an opportunity for change in the short periods of time.

Another technique that was used was the tape recording and the student listening post. These were mechanical devised used most frequently in one of the summer session centers. Each student in this center was administered the Dolch Basic Sight Word Test because it was felt that the students could not benefit from the rest of the program until they had mastered these words. Those who needed work on these words used flash cards containing the basic sight words as well as lists bearing not only the words but also content and other clues until it was felt they could go on to other material. A few other students really never got beyong this first stage. Those students who could recognize the basic sight words or at least most of them, were assessed as to their word attack skills and phonetic analysis ability. This evaluation was made by giving students two tape tests on the sound of vowels, consonants, and the sound blends. These materials, both on tape and worksheet, were very effective as they provided a review of practically all aspects of phonics.

After the student completed the series of tapes and worksheets related to his particular problems, he was then administered a different version of the same skill test. If the student was unable to pass the test, he was to return to the review materials until such time as he could prove proficiency by passing the test. He was encouraged to diversity, and read and work with other material, so that he would not become stagnant and bored with what the teacher felt would be the best method of correcting his problem. Also, this allowed the student to put into practice skills he was learning in other classes.

Those students who had mastered the first two phases were motivated to utilize programmed learning material produced by Science Research Associates (SRA) and others. At the outset, however, the students almost entirely rejected the SRA kits, "Reading for Understanding." Some of the comments were, "I hate it," "It's boring," "Do we have to do that again?" "On, no." "I just cheat. It's easy to cheat." It would appear to the reading specialist that this particular kit had been somewhat misused in the past, and it was withdrawn from the reading room immediately. The kit was again brought in a few days later, but before it was distributed to the students, the teacher gave a motivating speech pointing out the great need for reading improvement and ways the kit could actually help the individual student. The students were rearranged in the classroom so that their seats would be in alphabetical order. Individually tailored material could be set out during their free classroom break. In this way, the students could get right to work with a minimum of fuss and almost no loss of time. The new cards were brought to the students personally by the teacher. A few encouraging or complimentary words were delivered with the cards so that the teacher's personal interest was continually evident. It was suggested that the students begin at a slightly lower level than their reading ability warranted so that they could experience immediate success. This proved to be sound advice. The students expressed their gratification and pleasure at doing well. They were happy, then, to settle down and work diligently for the entire class period with excellent daily carry-over of student interest and application. The kit was never forced upon them. Any student who became tired during the course of the period or who could not face a period of this sort of work was not required to do it as long as he did not disturb his neighbor. He was permitted to put his head down on the desk and rest. No more than three or four members of the student body ever availed themselves of this relief, however. In and of itself, the SRA Reading Kit was a fine tool. It did isolate the student in a sense. The school dropout rejected isolation. He preferred personal contact and seemed to respond positively and most enthusiastically to techniques directly involving the teacher.

Another technique employed by our reading specialist was using forms of plays as reading tools. The lessons involving speech as a tool for learning to read were presented in the form of play-reading. Through role-playing, self-consciousness was minimal. The students were enthusiastic about playing the roles and vied with others for opportunity to read aloud. Roles were apportionate on a vocabulary basis. No student was ever pressured into reading aloud. But the desire to take part was so infectious that eventually even the shy ones read a part. Those who were not taking a role followed the play with interest as evidenced by laughter and commentary at the appropriate time. Each student was given a copy of the play, whether he took a role or not. In that fashion, every single student could and usually did, read for the entire period. Enthusiasm ran so high that often a second reading of the play was requested so that the rest of the group could have an opportunity to take part. As many students as possible were involved. A "director" was created to read the stage directions, and a "producer" was created to plot the action. Action was of necessity curtailed by the limitations of the classrooms.

When the second reading of the play was requested, in order to vary the lesson, teachers decided to have the students act it out on an improvised stage and setting. The teacher noticed that the physical activity involved in moving the chairs and desks in order to set the stage served to relieve tension and to rekindle the desire to sit still again for the re-reading of the play. A break of this sort was particularly necessary for the dropout students. Often they had difficulty sitting quietly for the full length of the period. It is important in using the play method that all students become involved regardless of their individual differences in reading ability. The teacher frequently had to rewrite the play and provide roles on different reading levels for the characters involved in the play. The students first were given the story to read silently and then they read the plays aloud. It was observed by the teacher that in many cases, students became bored and restless during the silent reading. The teacher could not be sure that they were actually doing their reading even though they had their books open. He asked them as they read the plays silently to select a role that they wanted to play. The best method was to let them read aloud from their seats the first time, then to let them enact it (sometimes with a different cast) the second time. The cast of characters and the actor's names were placed prominently on the blackboard. This seemed to be important and gratifying to the students. Unfamiliar words were defined for vocabulary growth. The teachers believed it was easier for students to learn new words in this fashion as the words were demonstrated with the body while acting, and at the same time, were used in a meaningful reading context. This type of reading instruction could be a useful tool both in developmental and remedial reading programs. It promotes structured vocabulary growth, aids comprehension through internalization of the role being played, gives reading practice, and helps to release tensions through physical activity. There was no difficulty in getting these students to read for the entire class period when play material was involved. They enjoyed it and regarded it as fun rather than work. Often when play reading was announced as the lesson for the day, the students would applaud and express their pleasure verbally.

One of the methods of developing basic sight vocabulary was by taping current, popular teenage songs. Typing of the lyrics and providing students with a copy proved to be most successful. Students would single out unfamiliar words from the song, then listen to the tape while following the written words until they could read the lyrics to the teacher. They were tested on their ability to read the words from the original context and asked to identify the words in other contexts with excellent results.

Although the emphasis of this innovation was the use of sight-sound appreciation to build basic vocabulary, comprehension skills were developed during group discussion of the "message" of many of the lyrics. Since teenage values, hopes and attitudes are reflected in popular songs, the teachers believed that many of the discussions had a clarifying-counseling effect on students in terms of self-image and roles.

Production of a Movie

The production of an eight-millimeter movie in the reading class provided a unique experience for many of the students assigned to reading. They loved the dynamic elements of the film-making process. The movie-making project brought students' motivations to near uncontrollable heights. Everyone wanted to be a camera man or a star. A heated discussion usually preceded every final decision concerning how a scene should be shot. Film production was introduced by showing an eight-millimeter movie which had been made by some Orange County junior high school students for the last spring's San Juan Capistrano Film Festival. These showings were invariably followed by questions as to how some of the scenes had been filmed and how soon they could get started

making their own movies. After a simplified introduction to cinematography, the students began to plan the films they wanted to product. Scripts were outlined on the chalkboard, pecked out on the typewriter, scrawled out on notebook paper, and talked over informally about the school campus.

Lists of characters, sequence of scenes, filming assignments, props, and titles all very quickly became the new framework for student functions in the reading class. They were learning new vocabulary that would apply to the immediate project. New kinds of organization and discipline were employed in the film making experience. The students adjusted quickly to the new demands of the project. They handled the camera, lights, and props carefully. The only equipment damage during the several weeks of filming was a broken flood lamp. The breakage resulted from the lamp being placed on a stand without being securely clamped in place. The particular lamp had been set up by a teacher.

Large, colorful illustrations from the library reference shelves received a lot of use in the movie productions. A particular segment of one film was based on revealing the history of writing. The students selected illustrations of cave paintings, cuneiform tablets, hieroglyphics, and a Greek and Roman alphabet to develop the point in the film. Other films on the subject of prehistoric life and dinosaurs demonstrated very creative use of illustrations.

These eight-millimeter movies were made without sound track. Film titles were used in place of narration. Titles were constructed of cardboard lettering and placed against a background of colored construction paper. Some titles were animated by using simple, single-framed techniques. This work required considerable pre-planning, and although not difficult, it was a tedious process. The students worked at the title animation very patiently. Often the poorest reader appeared to be the most fascinated and most eager to manipulate the letters.

As the footage was returned from the laboratory, the students were able to review the results of their filming efforts. This event seemed to be among the most exciting for them and also the most opportunistic learning. They were realistically critical of their efforts and full of ideas for reshooting and editing. The decisions to be reached while editing the film brought students to some keen points of discrimination. As the film was shown in final and spliced form, the students openly displayed pride and satisfaction from their participation in this project.

The numerous visitors to the summer school were always curious about the movie productions. "What are they learning by making home movies?" The teacher expressed, "I don't know really what they are learning. I do know that film production involves some reading, writing, research organization, decision-making, and trying out of ideas. These students leave the classroom each day excited about what they have done and they return the following day excited about what they are going to do." There is no question in the writer's mind that during this particular activity, learning did take place in more than just these areas.

Another technique used was speed reading, however, the school had only a limited number of machines so that most speed-reading machines were operated only at home. Rate and comprehension tests were given at school. The teacher started out by stating to the students that he "bet" that anyone working three hours on the speed-reading machine could increase his reading speed approximately fifty percent. Many of the students took the teacher up on this bet. All but one had doubled their reading rates more than fifty percent as claimed by the teacher. Caution is necessary in the use of the speed-reading machine, however, for many times students are not ready for this particular reading project. To illustrate the dynamic results possible by using the reading machine, here is the story of one of the students who changed his attitude toward himself when he discovered his increased reading ability. Joe's intelligence score on the Henmon-Nelson suggested a potential reading level at college level instead of the grade 8.9 which he scored. Joe reported reading one book in the fourth grade and faking all subsequent book reports at school. His high school report card consisted mainly of F's and D's. Joe constantly verbalized self-disparaging remarks which were an accurate reflection of his school record, but wrong in terms of his 124 I.Q. Joe read so slowly (81 w.p.m.) as to make comprehension unlikely. He gook the speed-reading machine home and read the second book of his life. The next night, he borrowed the machine and went half through the third book of his life. On the third day, he was retested on the SRA Better Reading Book. As he read, he continued to make self-disparaging remarks, such as, "I'm too slow. It's not working out." He soon discovered that his speed had increased from 81 w.p.m. to 221 w.p.m; he had almost tripled his speed. As he began to answer the twenty comprehension questions, he again began to belittle himself with, "I'll get them all wrong; I'll forget." But his comprehension had improved from 70% to 85%. His negative attitude toward himself was being confronted with facts which he could measure.

Another phase of the reading program incorporated some of Dr. Upton's techniques in Creative Analysis. Items of particular interest were developed in word growth, ambiguities of language symbols, and the use of metaphors. It was first feared by the staff that the semantic approach based on Creative Analysis would be too difficult for high school students and particularly for the dropout and potential dropout students. The staff felt it would be worth an attempt to try this method, however. If success and insight through the use of semantics could be attained, this certainly would alter some of the negative images held by most high school dropouts toward themselves and their ability to read. Secondly, the semantic approach improved reading skills and offered the students something different and interesting. They would not be emotionally blocked by the traditional response to the traditional methods of instructions. The techniques used and steps toward word growth included seven vital points:

(1) Similitude

  (a) Sensory - conscious sensory resemblance; for example, we call a hand grenade a "pineapple" because it looks like the fruit, pineapple.

  (b) Affective - if two things produce similar emotions in the interpreter, one may be named after the other. For example, we call an air battle between planes a "dog fight" because it arouses the same emotion in us that watching a fight between dogs does.

  (c) Logical - one thing is named after another because of a common, logical relationship; a shadow (man follows another man) grows from a shadow (cast by the sun) through logical similitude, with the common relationship being both follow a person.

(2) Abstract-Concrete

  (a) Abstractions - here a tangible thing has grown to mean an intangible thing, quality, or aspect. Shape, size, color, measurement, etc., are qualities. For example, when a man's foot has grown to mean a foot measurement, it is an abstraction.

  (b) Concretion - an intangible thing has grown to mean a a tangible thing, for example, when form (shape of a thing) grows to mean form (a cast for making things).

(3) Generalization - Specialization - when the sense of a term is explained to include more species, we call the new sense a generalization. Specialization is a result of the same process in reverse. For example, a generalization would be Kleenex (a special brand of facial tissue) when growing to mean kleenex (any facial tissue). A specialization would be "run" in "he made a run for the bus" to "run" in "he excelled in a cross-country run" a special kind of "run."

(4) Structural - parts to a whole. This growth involves a particular part growing to mean a while, or the whole being named after a particular part. For example, we name a whole tree an orange tree because one of its parts is the fruit orange.

(5) Operational - stage or part to operate. Three factors must be considered in this growth: the entire operation, the stage of the operation, and the structure with its parts which function in the operation. For example, when sail (a part of a ship) grows to mean sail (the entire operation), it is an operational word growth.

(6) Irony - here we call the thing by the name of its opposite. For example, Welsh rabbit isn't a rabbit at all but a cheese dish. When in contrast a word obviously means its opposite, such as calling an ugly girl beautiful, there is growth through irony.

The majority of students quickly became involved in the concept of word growth. The intellectual satisfaction of sudden insight was responsible for spontaneous group discussion. Those lacking the ability to substain concentration became frustrated and were approached individually during a small group session. It was observed that the relation of word growth to reading skills had to be shown frequently. For some students, these new concepts were frustrating and they indicated their desire to return to "traditional methods" which they understood. It was frequently observed by the teachers that students were increasingly referring to their dictionaries without being told. It became quite obvious to the reading instructor that the word growth assignments were readily understood by students with an I.Q. of 90, at least. Other instructional reading material was provided for those students who were either below 90 I.Q. or non-readers, as the non-readers became quite frustrated and upset in this particular word-growth project. It was observed by the teacher that the average student could be instructed in this method with few frustrations and the method encouraged a dynamic insight into language understanding.

Exercises dealing with verbal and picture analogies were received with great enthusiasm by the students. Also, the introduction to metaphors provoked many questions regarding metaphors from the students' daily experiences. It was explained that the creation of a metaphor involved taking a word or group of words from one universe and placing it in a universe where it really didn't belong. Here are examples of assignments given by the reading teacher wherein the students were to place on one line after each joke the word or words upon which each joke depended.

Assignment 1: Polly: What's the difference between a cat and a comma?
Molly: A cat has claws at the end of its paws, but a comma's a pause at the end of its clause.

Assignment 2: Father: Now, Tommy, remember to be good while I'm gone.
Tommy: I sure will, Dad, for a quarter.
Father: Why, Tommy, I'm surprised at you. When I was your age, I was good for nothing.

Assignment 3: Pat: What day of the year is a command to go forward?
Mike: I don't know.
Pat: March 4th.

Assignment 4: Mrs. Jenkins to a butcher: I have a complaint. The sausages I bought here yesterday were meat at one end and bread crumbs at the other.
Butcher: I know, but in these hard time it's almost impossible to make both ends meat.

Assignment 5: Mr. Nix: Waiter, remove this coffee immediately. It tastes like mud.
Waiter: Yes, sir. But it was ground only this morning.

Assignment 6: Lilly: Can't you play tennis without making all that noise?
Milly: Don't be silly. How can you play tennis without raising a racket?

Assignment 7: Captain of the Football Team: Coach, we're going to present you with a victory for your birthday.
Coach: Good. I was expecting the usual tie.

Assignment 8: Mother: How are your marks this month?
Jim: They're under water.
Mother: What do you mean "under water?"
Jim: They're below "C" level.

Students became quite involved in the intellectual discipline of metaphor analysis and announced great regret that they had not started earlier in the school program. Discussions regarding the application of semantic reading concepts brought forth some astute comments. The work done on verbal analogies and metaphor seemed especially applicable to dropout students.

One important purpose of the entire reading program was to develop a positive attitude in the student toward his ability to read. The majority of students, especially those reading below the eighth grade level, indicated that they had been exposed to tools which would enable them to approach their problem of interpretation more critically.

This can best be exemplified by Lewis, a twenty year-old dropout, who had been out of school for two and one-half years. On entrance into the summer school, he tested at 3.3 grade level. On a post test, he had increased his reading grade equivalent to 5.4. He commented, "At last I feel I can learn to read."

Listed below are some of the common difficulties that most students have in reading and some of the more corrective techniques employed by reading specialists.

DIFFICULTY	CORRECTIVE TECHNIQUES
Finger Pointing	A. Let student use a line marker temporarily. B. Use easy material and emphasize speed in silent reading

DIFFICULTY	CORRECTIVE TECHNIQUES
	C. Call the student's attention to the habit of finger pointing and explain the desirability of overcoming it.
Excessive Lip Movement	A. Have child place a paper clip between his teeth as a reminder. B. Provide easy material with many repetitive phrases.
Word Skipping	A. Repeat sentence as read by student and ask if it makes sense to him. B. Reduce emphasis on speed. C. Provide material with larger type.
Repetition	A. Have student use an 8 x 10 card to cover material already read.
Reversals	A. Have student trace and then write the reverse word. B. Have student apply phonics in working out letter sounds. C. Permit student to compare reversal words.
Unable to Blend Sounds	A. Abundant practice in word building, substituting new sounds for sounds in known words.
Difficulty in Understanding Specific Word Meanings	A. Compile experience stories for the student using names of places, objects, etc. from the story to increase word comprehension. B. Give practice on word opposites. C. Give practice in classifying words of similar meanings.

The primary objective of the reading classes was to experience a positive, non-threatening relationship in the reading area and to permit and encourage students' natural curiosity in their world by providing them with different techniques and approaches to reading. It is a well-known fact that these students tend to reflect upon their failures -- what they cannot do and what they do not know. For most of them, it is difficult to conceive of themselves as succeeding academically. They emphasize the negative aspects of their lives. They are much more concerned about avoiding future failures and defending their inadequacies than in seeking success. They spend tremendous energy in those negative efforts. A student very often commands many of the parts of reading and writing skills, but he just cannot apply them productively. Quantitative accumulation of these fragments of literary skills doesn't seem to get him anywhere. Without a motivating catalyst to make the parts work, he remains relatively illiterate. Reading and writing must be approached as a device for the student to use to get him where he wants to go. The motivation toward the command of literacy skills must be that those skills will aid him to reach his goal. He must find some pleasure and success from the actual practice of reading and writing. Why he reads and writes is considerably more important at this point than what he reads and writes. No real teaching skill is required to get a student to read or write, to get grades, to please the teacher or parents, or to avoid the unpleasant consequences of not reading. No matter how well a student performs at reading or writing at the teacher's direction, teachers usually feel they have done nothing for the student unless the student can, will and wants to read and write at his own direction.

There is a million dollar juvenile market in this country. It is made up of the uncommitted pocket money of the students of school age. The existence of this market directly causes an abundance of rigidly tested reading material to be created each year. When a student willingly gives up a part of his purchasing power (against the infinite variety of attractive alternatives actually competing for that power) to acquire a magazine, newspaper, or paperback book, he makes sure that it is the reading material that he can and wants to read. It gets him to where he wants to go. If it doesn't succeed for him, it doesn't survive the commercial competition. It was most rewarding for the teachers to witness that on one of the field trips to the local Los Angeles County Museum, the students decided against buying hot dogs and ice cream in order to purchase a museum book at the bookstore.

The philosophy behind the summer guidance school reading program was that these students could best be helped by aiding them to construct an inventory of what they did know and could do while withdrawing their attention from what they did not know and could not do.

A complete description of test results of each phase of the summer school program will be listed in the chapter on psychological tests. Briefly, however, the Jastak Wide Range Achievement Test - Reading was administered on a pre and post basis in each of the summer school sessions. This test involved word recognition. The mean score for the high school group was 8.7 years, with a range from 1.0 to 13.4 years. On a post test, the mean was 9.7 years with a range of 1.3 to 15.2 years. This indicated a gain of 1.0 years and was statistically significant at the .01 level of confidence. Testing results indicated that the various techniques in reading used by the reading specialists proved to be extremely rewarding. The semantic approach to improved reading skills was very different and stimulated a positive reaction in the students. As indicated, the method was conducive to group counseling procedures as a carry-over from the counseling sessions with which each student was involved for at least two hours per day. The comments that can best reflect the students' reaction was, "Why aren't all reading classes like this?" "I never thought about what words do before." One thus concludes that significant gains in reading skill indicated that students, in becoming more aware of words and what they do, had developed a word-attitude knowledge. The counseling staff soon realized that the application of methods of word attitudes which students were developing in problem-solving could be applicable throughout their entire lives.

CURRICULUM - MATH

The general philosophy of the math program correlated well with the Creative Analysis objectives used both in the English and reading portions. There is a basic difference between students' attitudes toward English and reading versus the math program since he can get along in life without the knowledge of math but he cannot get along without the ability to read and to express himself in written manner.

The majority of our students appeared to have lost interest in math some time ago. They were performing far below grade level and failed to memorize the fundamental additional and multiplication facts along with their application to the standard computational algorithms. Some students who were able to operate at a satisfactory elementary level had developed a view of arithmetic as dull, tedious, and of little practical value for them. The two most common comments were, "I hate math," and "I never did understand arithmetic."

It seems to be a basic truth that most people avoid any type of quantitative thinking. We are surrounded by chances to utilize the basic computational skills which have been acquired, for the most part, by the sixth grade. These skills are not used because there has been no formal presentation of the step-by-step process of applying these skills in real-life situations. An observable characteristic of school dropouts is their lack of self-discipline and general revolt against authority of any kind. Since discipline and authority are fundamental in learning the elementary arithmetic skills, it seems only natural that these students would rebel against learning them. The purposes behind our math program were:

(1) Determine the level of mathematical competence of the student;

(2) Build a positive attitude about math and its value in the world;

(3) Build confidence in the student about his ability to do math problems;

(4) Enlarge the students' abilities in one or two specific phases of mathematical computational skills;

(5) Build a math homework habit;

(6) Develop an anlytical approach to solving every math problem;

(7) Build an awareness in the student of his math ability;

(8) Increase the desire to improve his math ability during the summer school session and take opportunities as they arise after the summer school to increase those abilities;

(9) Make the student aware that the logic involved in math is the same logic used in the analysis of linguistic symbols;

(10) Develop a rapport between student and math teacher that will help break down the barrier between teacher and student and encourage math learning;

(11) Encourage the student to return to regular school and face his math classes with enthusiasm and confidence.

The Creative Analysis approach used by the instructor provided him with tools to approach the math problems of every day life in a detailed, logical way. The dropout is in desperate need of instruction which has some real meaning to him. A seven-step program of problem solving of every day math problems was used with the realization that these seven steps were within the dropout's learning ability and would build confidence and give him skill that would assist him in and out of school. If the student chose to return to school, he would be able to apply these seven steps in his regular math classes, and if he did not return, they would assist him in his every day contact with life. How often he used these methods would only be limited by the extent to which he had developed the skills and realized their application to his life.

Basic to the idea of using this approach is the concept of using a letter as a variable standing for any real number. As soon as the concept of a variable is understood, the student can begin to directly translate problems from life situations to English to math symbols. The seven steps involved in most every day problems we encounter are:

(1) Verbalization of the problem;

(2) Identifying the problem questions;

(3) Letting a variable stand for the number asked for in the problem question;

(4) Building as many phrases around the variable as can be found in the verbalized sentence;

(5) Arranging the phrases along with a verb in a mathematical sentence;

(6) Solving the sentence by finding the truth set;

(7) Qualifying the truth set by answering the problem question.

Study and practice in any of the seven steps can be beneficial to the student. The degree of difficulty of each step varies from a simple identification of a question to the implication of all algebraic concepts in step six. These seven steps may or may not be taught formally, but they are the basic tools needed to dissect the muddled thinking of the student and begin to crystalize the thought processes so that he may begin to solve math problems.

Material and Special Techniques Used

It was the continuing belief of the math instructors as well as all professional staff members, that even the below-average student who dropped from school could learn fundamental arithmetic algorithms when motivated. The methods used in teaching these mathematical concepts varied with each teacher, but generally it was discovered that non-verbal patterns were the underlying motivation behind most of the exercises developed in the summer program. The material was presented with no practical application, the only intrinsic value being the pleasure of finding out that something worked, or why and how it worked. Because of the generally low reading comprehension, the non-verbal approach was basic. Also, the teacher was conscious that because of a lack of interest and active dislike for math, the instructor had to find something that would quickly develop some interest in all students. The problem had to be approached from a new direction with semi-programmed material on an almost individual basis. There could be little or no written instruction; therefore, the use of mathematical aids was attempted. One such aid was the Computational Skill Development Kit by Science Research Associates, whose main purpose was to develop and strengthen the computational skills of the student. This kit was used as a basic part of the program to help find the student's strengths and weaknesses in computations and provide practice to help overcome weaknesses. The kit was chosen as the needed tool to make as painless as possible that part of the curriculum designed to pinpoint the rough edges in the students' arithmetic background and polish them toward competency.

Some mathematicians presume a certain degree of ability in basic computational skills before the process of logical thinking can take place. It was our goal to increase the ability of the student in the areas of analysis and at the same time, provide him with a method of seeing proof of his own ability in basic computations. The S.R.A. kit allowed the student to:

(1) see what his computational weaknesses were through a survey test;

(2) pinpoint specific problems through diagnostic tests;

(3) practice in the areas of weakness through practice

cards;

(4) take a progress test to assure himself of genuine improvement.

Throughout this process, the student saw himself improve through the use of self-kept records. This process of record-keeping helped motivate and stimulate interest in the student. The mathematics instructor administered and scored the survey test and the students recorded their score to pinpoint their areas of weakness and to continually be aware of their improvement. The kit was genuinely accepted by the students. There was no intention of using it every day, and it became apparent that the kit could not have been used every day with the same success. This method was used two or three times per week without building rejection in the students. Many students had learned the process of computation before taking the survey test, but had not used the skills for a long enough time, so they were forgotten. The diagnostic tests served in these cases as an excellent review sheet so that by the time the diagnostic tests were completed, the students were ready for progress tests immediately without going to the practice card. Because the kit is not designed for instructional purposes, after the students had reached the point where they were using material they did not know how to do, individualized instruction was necessary. It soon became apparent that certain students liked to help their neighbor. This method was encouraged by the instructional staff and seemed to work well.

Self-teaching Brand Workbooks

Except for the S.R.A. progress reports, the kits were kept in the classroom. Students were allowed, with the instructors' permission, to take the record book home to show relatives and friends their progress. When supplementary practices in a specific computation area were designed, the self-teaching arithmetic workbook, a Ditto Brand workbook, was used to provide a wide range and variety of dittoed materials.

Literally, thousans of ditto sheets were reproduced and this supply was generously dipped into for supplementary practice outside the classroom. When turned in, the worksheets were spot checked and recorded in favor of the students.

Creative Analysis

On days devoted to instruction when the S.R.A. kit was not in use, other materials based on the Creative Analysis approach were used. A few exercises were taken directly from the Creative Analysis workbook itself. The section on classification of geometric figures, the series of numbers, and the exercise on similarities and differences were used. The language approach described in Dr. Upton's and Richard W. Samson's book were used in many classroom situations. The use of math games using logic, structural analysis in the use of area measure, the difference between man's ability to be creative, and what the thinking machine can do are examples.

TEMAC - Program Learning Material By Encyclopedia Britannica Press

For a few students who had little computational problems, the TEMAC program Algebra I was used. Reaction by the students was good. Most of the students who used the TEMAC program had some algebraic background, so the material was largely a review.

Textbooks

An extremely wide range of students' ability limited the use of any textbook in the mathematical program. Also, it was felt that the majority of this material was too similar to the format that these students had used in regular school for the past several years. They had failed to grasp the concepts then, so why should they try again to use them. As an experimental portion of the program, however, a copy of Making Mathematics Work, by G. D. Nelson and H. E. Grime, published by Houghton Mifflin Company, was given to those expressing a desire to work in the fundamental math. The Algebra I text by C. A. Smith and W. Fred Totten, published by Rowe-Peterson, was issued to students who expressed a desire to work at higher mathematical levels. These two particular books were placed in the classroom to be used on a voluntary basis.

The instructor permitted much discussion in the math classroom. Students were encouraged to bring to class any application of mathematic theory that they encountered. These problems were then discussed and analyzed, with the continual emphasis on every day math problems designed to give the students the necessary tools to attack real life problems logically rather than by trial and error. Problems, such as car mileage and recipe quantities, are the type of material used.

The use of blackboard work was initially ineffective with many students, for they feared failure in front of their peers. After some success in various materials, it was possible to get a few students to work on the blackboard. Keeping a daily record sheet for each student and providing a particular folder for each of them to turn in their classwork seemed to work effectively. The student could always check with the instructor concerning where he stood in his math assignments and could analyze his own weaknesses and strengths by reviewing the corrections made on previous classwork assignments.

The routine of daily assignment sheets was altered during the summer by showing various educational films on mathematics. Each of these films was chosen for a specific purpose. The film "Careers in Mathematics" was chosen to tie in with the counselor' week to emphasize vocational guidance. "The Crows, Sets, and Infinite" and "How Large is Space" were chosen to tie in with the Mariner IV's pass by Mars which took place while the school was in session. "Faking Machine" was chosen because it clearly pointed out the difference between man's logic and creative capacity and the extent to which computers can operate. Other films used were: "Donald in Mathemagicland," "New Numbers," "The Mathematician and the River," "The Language of Algebra," and "Algebra, an Introduction." All of these films were used in a special way. A student was placed by the projector. At a given sign, he would flip the projector to stop. In this fashion, the film was used as the starting point for explanation and discussion. Oftentimes, only ten minutes of a thirty-eight minute period was spent in viewing the film. The rest of the time the class was engaged in discussion and instruction. This procedure proved very effective with these students.

It is an educational truism that any subject that is attempting to utilize the evaluative thought processes of the students is best taught in a small group where the student becomes involved in a discussion. This is especially true for the school dropout or potential dropout youngster who, if the group is very large, will align himself with his surroundings and peers in small sub-groups. This clustering of students may be avoided if the group is small enough so that further sub-sectioning is not needed by the student. The ideal size for work seemed to be about ten. Any more than this and you would run the risk of losing the group to sub-discussions. Possibly with more mature students or more self-controlled students, larger groups would be possible.

The following is a typical example of the progress made by the students. Fred, an eighteen year-old of normal intelligence who tested on a pre test at 7.7 grade level on the Wide Range

Achievement Test in Mathematics had perfect attendance during the course of the summer. On the S.R.A. survey test, Fred pinpointed his biggest weakness as being fractions. By diligent use of the kit, Fred was able to brush-up on fractions. With the use of ditto sheets, Fred took home and completed eleven homework assignments in the area of fractions. On the post test of the Wide Range Achievement Test, Fred tested at the eleventh grade level, or an increase of 3.3 years. Not all of this growth can be attributed to an increased ability in fractions because Fred increased his ability to concentrate and try. He learned to pay better attention and on the post test, this was reflected in greater accuracy in Fred's real ability in math.

Student number two, Ella, a seventeen year-old mother who was seven and one-half months pregnant during the summer school with her second child, also had perfect attendance. She was genuinely interested in improving her ability in mach. Her pre Wide Range Achievement Score was 5.9. During the six weeks she listened attentively and tried diligently. Ella discovered that her biggest weakness in math computations was in the area of fractions also. She took four diagnostic tests on fractions and practiced in the area of her weakness. This work paid off because on the post W.R.A.T., she scored at 8.8 grade level, an increase of 2.9.

It is not the intent of this description of the program to indicate that all went well with every student. Take the case of Frank, who was eighteen years of age, who attended school irregularly and had trouble concentrating on his work in the classroom. Instead of using the S.R.A. kit correctly, he resorted to copying answers from neighbors and the answer list. His record book showed completion of the four diagnostic tests and six progress tests, all 100% correct. The tendency to find an easy way out was manifested in other instances of cheating observed by the classroom instructor. His pre and post W.R.A.T. test scores reflected his lack of growth. Both pre and post test scores were 7.1. It was thus the responsibility of the classroom instructor to inform the student's counselor of Frank's observable cheating and incorrect responses on his test scores. It was the responsibility of the counselor to investigate the psychological reasons behind the student's tendency to resort to cheating rather than to attempt to apply himself constructively in the program and particularly in the math section.

Results

The test results of Mathematical Computations will be given in the chapter pertaining to psychological and testing results and interpretations in a later portion of the book. It should be mentioned, however, that the average test score of these students was 7.6 on the pre test with the range from 3.5 to 12.3. The mean score of the post test section was 8.5; the lowest test score was 3.5 and the highest was 13.6. This meant a mean increase in all students of .11 months.

The use of the W.R.A.T. scores as tools to help students become aware of their math ability was successful. Students were very interested in their scores at the end of the summer session. Many contacted their instructors to find out "how much I improved." One student who improved from 5.9 to 7.1 was disappointed that she did not reach the eighth grade level, but indicated that she was going to work on her own.

It is not possible to assess many of the results in terms of objectives at this time. The goals of returning to school, building confidence, attitude change, etc., can only really be measured within a period of time as the students are followed through the next few years. The observable changes that took place during the course of the summer session could be mentioned, even though they are subjective. Students reflected growth of positive nature in mannerisms, dress, attention-span, self-esteem, cooperativeness, and other personality adjustments. The use of ditto sheets to help encourage the students and teacher to identify the areas in which he would like to start working was an acceptable procedure.

The diagnostic test as a method of determining an area to study also proved to be beneficial to most students. It served the purpose of helping the student who did not know where he wanted to begin. The issuing of two textbooks with wide ranges of ability levels worked out well. Students could immediately go to their own area where there was plenty of practice material. It would have been helpful if more textbooks for students had been available along with more answer sheets so that corrections could have been made more quickly. Many students would not complete more than three or four problems without wanting to find out if they were correct or not. The use of daily record sheets was possible. After daily encouragement in the first few weeks, students were placed on their own.

Time did not allow as much emphasis on word-problem analysis as the instructors wanted. The use of single problems on ditto sheets with most of the sheets available for analysis was a good approach which should have been used more often. The comparison of the trial and error with the analytical approach was effective. Easier problems probably could have been used. It is difficult to find problems that work well for this type of study. They must be difficult enough so that trial and error is a temptation and yet lend themselves to a logical approach so that the students can see the steps.

It was felt that rapport between students and the math teacher had reached an acceptable level by the second week of each of the summer school sessions, and a particularly high level by the end of the third week. Willingness to accept assignments and work on them without negative reactions was in full bloom during the last four weeks of the summer school. The method of making specific assignments to each student each day and then ask him individually about it paid off. The result of homework assignments was similarly successful when the teacher individually asked the student concerning the homework assigned.

Not all of the purposes and objectives of the math program were accomplished by all of the students. It is the opinion of the instructional staff, however, that many techniques were learned and that students were encouraged to return to school and face math classes with enthusiasm and confidence. They were aware that the logic involved in math is the same logic used in the analysis of linguistic symbols. It was the hope of the instructional staff that as math situations occurred in the student's life, regular school classes, counseling situations, and at home, the student would not ignore them but would verbalize and consciously begin to translate them into math symbols and develop the problem-solving technique that could be used in his entire adult life.

CURRICULUM - STUDY SKILLS CLASS

The study skills class was incorporated in the summer guidance school curriculum for three major reasons;

(1) to instruct the student in better study habits;

(2) to assist the student with homework assignments from the other academic classes;

(3) to provide a classroom where Creative Analysis could be reinforced, making the kinds of connections between math, reading, and writing that would best aid the student in his development.

The objectives of the study skills class were to promote and improve the following individual areas:

(1) to strengthen the self-image - "Who are you?"

(2) to initiate the thought, "Who governs your life?"

(3) to evaluate individual efficienty in preparation of work and use of individual's time;

(4) to create an individual study schedule that would be unique to the interests of each student;

(5) to improve reading through an analytical approach;

(6) to improve individual spelling and vocabulary and the use of a dictionary;

(7) to develop within each student the technique of listening;

(8) to establish a comparison between organized and disorganized note-taking;

(9) to develop an individual technique in outlining with a purpose;

(10) to strengthen the individual's ability to take different types of examinations;

(11) to improve one's technique in the use of library and individual research;

(12) to initiate introspection of vocational aspirations by means of an actual, individual vocational survey leveled at the students' interest;

(13) to bridge subject matter and occupational interests.

Techniques and Materials Used

The early school leaver is unique since he, more than any other high school student, has been over-exposed to kits and workbooks. The Science Research Associates workbooks, How To Study and How To Be a Better Student were passed out to the students whose reaction to this material was unanimously negative. The students refused to work on these books because they were not interested in learning to study anyway, particularly at the beginning of the summer school session. Many of the students made facetious remarks about making out a time schedule and filling out a study habit check list. One must admit that some of the material is rather unrealistic when one begins to understand the kind of school record most of these students have.

Because of this initial response, the SRA materials were laid aside and a different approach was attempted. It was ascertained quite soon that these students would learn almost anything the teacher wished to teach them as long as the method of instructions and the materials used were novel and fresh.

The first successful presentation was the topic "how to use a dictionary." Rather than let the students know the goals for this exercise, they were asked to look up some of the words that were most commonly used in the other three classes, such words as "ambiguity," "equations," "similitudes," and "analogies." When the students completed this task, the instructor led the discussion into interesting facts that can be found in a typical dictionary entry.

At this point, exercises in using the dictionary were dittoed off and passed out to the student. The students seemed to respond better to dittoed exercises than to exercises from a workbook. With much individual assistance by the instructor, especially for those students in the slower groups, they began to show efficiency in using the dictionary. Teams were chosen in each class and timed relay races were run. By this time, the students were enjoying themselves and many were anxious to enter into this class activity. The dictionary exercise was successful for two reasons:

(1) The students found that they needed to look up some of the new terms if they were going to succeed in their other classes.

(2) The method of teaching the dictionary was new and pleasurable.

The next project was the introduction in the study skills class of the topic, "how to study the written page." At this point, some of the more traditional materials could be used with a certain amount of success. After talking about the differences between reading and studying (SRA and How To Study) and the various methods of studying written materials, dittoed paragraphs were passed out and the students, at their own pace, read them. When they finished a short story and true and falst test was given. It was made quite clear to the students that these tests would not count and were given only for the students own study habit evaluation. Also, important words of the paragraph were dittoed off and passed out so that the students could see these words in context then look them up in the dictionary. The slower students were given these tests at the same time they were given the paragraph to read. As they read the paragraph, they looked for the answers. This gave the student direction and a purpose for his reading. Many of them felt that this one technique was most beneficial for improving their comprehension. In most cases, the students who took the time to mark their paragraphs were more successful on the true and falst tests.

The next section covered in the study skills class was vocabulary development. Most of these students were very weak in vocabulary and recognized their own weaknesses. Their language was made up of slang expressions for which they had few synonyms. Besides the new words encountered in the other three classes, exercises were given which would help the student develop a wider range of useful words. Some exercises were timed, forcing the student to operate under a certain amount of pressure. The words selected were very familiar to most of the students. In some exercises, they were asked to list synonyms, in others, antonyms, and in others, they were asked to match words with meanings. Some exercises were used for relay races which proved to be pleasurable and enjoyable for the student.

Much time was spent in instruction on how to take a test. A dittoed sheet was outlined and presented to the student which permitted and encouraged group discussion. This outline included:

(1) Cram-it-in. Cramming is a sad error for students to make. Does the boxer forget all the rules of training until the day before the boxing match?

(2) Preparing to review. Try to spot the questions that might appear on the exam. The night before, go over the outline slowly. You will remember all things said aloud more easily, etc.

(3) In the examination room, bring all materials needed.

(4) Organize your time. Decide on how much time for each question, leave ten minutes at the end for check-up.

(5) Answer the questions. Read directions very carefully; understand all of them. Outline the main points that you will make use of. Check on the scoring of objective exams. Easy does it. Now and then between questions, try to relax, look away from your paper to rest your eyes. Open and close your writing hand several times, take a few deep breaths.

(6) Check up. Spend the last ten minutes checking over your exam. Did you mean every word that you wrote? Don't change the first choice in an objective exam unless you are absolutely sure. Does what you have written make good and clear sense?

Taking Objective Examinations

(1) Read the directions carefully and budget your time in proportion to the weight of the question.

(2) Underline the important words in the directions.

(3) Consider recollections but with caution. Keep in mind two possible methods of scoring: (a) counting the number of correct answers; (b) subtracting the wrong from the number of correct answers.

(4) Underline important words in each item. Watch out for close words like never, only, and always in true and false questions.

(5) Go through all of the questions and answer only those that you are positive that you know.

(6) Go through the list of questions again and answer those that you are reasonably sure of.

(7) Work on the question that stumps you, making a careful guess rather than leaving a blank.

(8) Review all of the questions and make changes only if you are positive that the first answer is incorrect.

Taking an Essay Examination

(1) Budget your time.

(2) Allow about five minutes for proofreading.

(3) Deduct these from the total time and budget the remainder of the time.

(4) Underline important words in the directions:

    (a) Compare -- to find similarities and differences between two or more things;
    (b) Contrast -- to find the differences between two or more things;
    (c) Define -- to set forth the meaning. It is a good idea to follow the definition with an example;
    (d) Describe -- to give an account of;
    (e) List -- to record a series of things such as words, meanings, or facts. The items should appear under each other in regular list order;
    (f) Explain -- to clearly state and interpret the details surrounding an object or an incident;
    (g) Illustrate -- to make clear by giving examples;
    (h) Outline -- summarize by a series of headings and subheadings.

(5) Outline the answer to each question.

(6) Begin a new paragraph for each point.

(7) Proofread your answers for such errors as:

    (a) Lack of clarity;
    (b) Mistatements;
    (c) Vagueness;
    (d) Incorrect sentence structure;
    (e) Omitted words;
    (f) Illegibility;
    (g) Punctuation errors;
    (h) Misspellings.

How To Take Notes

Taking notes is very vital in the educational career of any student. Thus, much time was spent teaching them how they should take notes. Emphasis was placed on the following:

(1) Take notes when you read and listen to an important part that you wish to remember;

(2) Use a loose-leaf notebook; that is the best way because it is easier to remove and replace;

(3) When using a card system, keep all of the cards arranged in order according to topic and subject;

(4) Organize your notes, putting together all of those which belong together;

(5) Be clear and brief, using just enough words of a sentende so that when you return to the material later, you will immediately understand what it is all about;

(6) Language used should be your own; be concise and clear;

(7) Learn common abbreviations;

(8) Write down the original source of information; and

(9) Review your notes.

The methods of outlining were also covered in the study skills class. The outlining may be a brief resume of a particular topic, or it may be a complete overview of an entire subject. The students should always use a systematic arrangement of items with the main heading, subheading, and a subordinate heading. One of the cautions emphasized was that whatever system the student used in outlining, he should adopt it uniformly throughout the study. The length of the outline should depend on the purpose in mind. This again may be determined by the nature of the subject covered. In general, it is best to start a new page for a new division of any subject. Also, the use of explanatory notes and references at the bottom of the notebook page is helpful.

Besides these special units, the study skills class offered each student the opportunity to complete assignments from his other academic classes. Much time was spent in reinforcing material covered in math, reading, and English. Creative Analysis exercises assigned as homework in the reading, English, and math classes were in most cases completed in the study skills class. The students appreciated the homework assistance they received from the skill instructor and each other. This portion of the class accomplished two important things:

(1) It gave the student time under the direction of of someone who knew what each teacher expected

from him to successfully finish their homework assignments; and

(2) It gave the instructor a chance to review and reinforce the ideas evolving from the other classes.

The study skills class proved extremely successful. Through the reinforcement of the Creative Analysis experiences in the study skills classroom, students began to take an interest in language and were relatively excited about this technique. For the most part, the exciting experiences of these students came when they began to make certain connections between life and school which were meaningful to them. This is possible through the use of Creative Analysis and other techniques devised by the instructional staff.

A typical case of a student who was successful in the study skills class is given here. Ron, an eighteen year-old male, was one of the majority of students who demonstrated growth emotionally and academically in the summer program. He came into the summer school with a previous school record that would frighten most classroom teachers. He informed his study skills instructor quite frankly that he enjoyed attacking his teachers verbally and physically. He had failed in school so completely that he hated any part of it. There had been no involvement in extracurricular activities in his school record, and very few passing grades. Ron even had a very poor personal appearance and was far from the sort of lad you would picture as a clean-cut high school youth.

The instructor-student contact was somewhat frightening. Ron broke two pencils, refused to open his dictionary, and regarded the instructor and class as enemies. He would not even face the front of the classroom when asked.

After talking to Ron personally on several occasions and conferring with Ron's counselor, the instructor began to encourage Ron in the class whenever it was possible. The first indication that a change was taking place in his behavior came when Ron would listen from time to time to what was going on. He began to respond more positively to class assignments, and by the end of the third week, was doing a certain amount of classwork. He was clean-shaven and better groomed, and seemed to enjoy being part of the group. He even evidenced a little humor.

The instructor reported that in looking back over the change, he believes that it was attributed to two things:

(1) The staff treated Ron with respect as an individual. His image of the classroom teacher began to change because the teachers took the time and made the effort to show Ron that they really cared about him. The instructor emphasized the word "show." Most of these students heard about the cliches but few of them had seen people, particularly teachers, caring about them. A pat on the back, a joke, some sign that the teacher realized that he, the student, existed as a human being, could often make unbelievable changes in these students.

(2) The success that Ron experienced was, in many respects, in direct proportion to his academic successes in class. Ron was given material in all of the classes that was geared to his capabilities. He found out that with a minimum amount of effort, he could achieve academic success. As the successes came, and as he gained some positive recognition for this success, Ron's patterns of behavior began to change. Some of the fears vanished and no longer was he a classroom threat.

CURRICULUM - ART

In the original planning of the summer guidance opportunity schools, no provisions were made for an art or drama center. Because this program was experimental in nature, a new and innovative program which had not been attempted before, changes in curriculum were brought about to fit the needs of the individual student. As part of the pre-school interview, when the student candidate applied for admission to the school, the counselors asked each student, "What hobbies or leisure-time activities do you enjoy?" Forty percent of the prospective students indicated that "drawing, sketching, or painting" was something they enjoyed. Since art was an area in which many students had excelled during the regular school program, it was felt by the staff that an art center would give the students a place to "feel at home," and encourage them to work on projects of an independent nature. To quickly add another subject in an already completed curriculum posed a difficult problem. Fortunately, in screening the counselor applicants, it was the attempt of the director to select counselors who had other strengths outside of counseling. In each of the summer school centera, a counselor was selected who had also been an art teacher. The counselors believed that many insights on student interaction with peers would be attainable in an informal art class setting. Also, it seemed that non-academic classes designed to allow maximum individual expression and success would be necessary as part of the curriculum for the school dropout or potential dropout; art work tends to offer a release, and to serve as a confidence builder which complements the academic classes in which the student is probably experiencing some difficulty. Thus, the program was added to the already overloaded curriculum for the summer school program.

At the outset, there was some apprehension from the school staff about the ability, interest span, motivation, and respect of materials to be expected of the school dropout. Some of the staff feared that short-interest span might result in discipline problems and destruction of materials. Others felt that, since the students may have experienced failure in art classes in the past, he might resist the offering.

Objectives

The objectives of the art center were:

(1) The development of creative powers. Everyone has creative ability, but art is one of the most dynamic areas in which to develop creative powers. Here the result is visual and, although the process is more important than the product, the solution is tangible.

(2) The development of self-direction. Art provides great opportunities for self-expression. The wide range of material and tools coupled with the freedom to strike out in new directions to objectify an idea, provide an opportunity to face decisions and to accept the consequences.

(3) The encouragement of critical thinking at the individual's level of development. In art, as in science, the process of moving from an idea to a complete form involves extensive experimentation. In this process, the judgment of the individual is constantly being tested.

(4) The development of emotional stability. Art is an area of learning in which the emotions are encouraged to mature in an orderly and acceptable fashion. Art makes it possible for the individual to cope

with his feelings and anxieties. The individual learns, "Anxiety is a prelude to fulfillment and satisfaction; that the way to achieve serenity and security is through problem-solving."

(5) The development of an appreciation for art. Since art is a part of the daily living of every individual, it is important to learn, to see, to feel, and to appreciate art and design in the world and apply an understanding of its principles to everyday living.

(6) The achievement of skills. In the area of art, the individual expresses visually his feelings, thoughts, and ideas, and learns to understand the characteristics and potentialities of the materials, tools, and processes -- to use the art elements and principles in personal composition and to recognize them in the art work of others.

The art program was offered two days a week. It was the opinion of the staff that students could complete projects in two days. They could see the results and would not become bored. Students often asked for more time rather than become impatient. The assignments were kept free-form to allow individual and psychic expressions rather than assignments which required rigid discipline such as formal drawing. Students were encouraged to be creative and work on their own idea. If they wanted assistance from the staff, however, they would readily receive this help. Participation in the program was voluntary, but only three students in the entire program failed to complete some phase of an art project. Most completed at least one and many completed several projects which were displayed in the County Schools Office for "back-to-school" night and then taken home. The students took complete responsibility for hanging, disassembling, etc., of their completed material. Such comments made by the students as, "Gee, imagine putting up my art work," "Mine isn't good, but it is mine," "That was fun. I didn't know I could draw," "The other kids who have had art sure can teach art good to me," "Boy, some of these kids are really good in art." On one occasion at "back-to-school" night one mother, looking at the art display, commented with tears in her eyes that this was the first time her boy who was eighteen years of age had ever demonstrated any work that he had done to her in his educational career. The mother was virtually amazed at her son's work of art that was displayed on this particular evening.

The students responded positively to the activities and to the art center. There were no disciplinary problems connected with the art classes. In fact, it is interesting to note that one student had said to her counselor who also was the art instructor, "All this material you have in this art center you know will be stolen by these kids." This girl, who was an advanced art student further stated, "I have always had art supplies stolen even out of my locker in regular school." The counselor replied, "Really? I'm certain that this won't happen here, for all the students know that these are all the supplies we have; if they are taken, we can't continue our work." To the knowledge of the counselors in charge of the art center, no student took any of the supplies without asking first if it was all right. Some of the equipment such as scissors, crayons, chalk, etc., were used for the entire summer and at the end of the summer school, the same materials were returned and accounted for. Nothing had been stolen or destroyed although the art center was never locked and for many hours, was wide open so that students could do independent art projects whenever they had the time.

One of the most rewarding activities of the art center for students was that after visiting one of the mental hospitals for children, they made several dozen place mats in the art center and distributed them to the children.

One of the most effective uses of the art center was as a setting for good, unscheduled group counseling. The counselor would sit at the large table with the students who were working, and listen to comments the students would make to each other about their personal lives and about each other. Often the students would talk about things when they had something to work with but the same students would not just sit and talk. They did not have to look at anyone, either. They were drawing and they could keep their eyes down. Many students would release the tensions that were building up through art. They would get a huge piece of paper and draw very large people, houses, or just dots on the paper. One student became very tense in talking to the counselor about his difficulties. The counselor encouraged the student to go to the art center and work until the class period was over. This student came almost running into the art room, grabbed a huge piece of paper, and dropped large drops of poster paint on it. He proceeded to blow the paint into different directions, forming "spider-like" shapes. He blew and blew until he seemed to feel some relief. His face returned to a natural expression and he appeared to feel more relaxed and ready to continue the discussion with his counselor.

The art center not only provided an opportunity for self-expression, but the counselors also felt that some very important clues to the students' problems were revealed through some of the art work that was produced during the summer.

CURRICULUM - DRAMA

The introduction of drama into the summer school program was not planned nor budgeted, but was a by-product of interests of the students and staff. In the first two summer programs, the English teacher accepted the responsibility for the production of a school play so that by the third year of operation, the evaluation of the first two years clearly indicated that drama was an important function for the students and it was included in the original planning.

The drama program was not an academic function, but it was a social, psychological and attitudinal area of the students' development. The second major emphasis in Creative Analysis was to develop in the student aesthetic values.. Thus, the general objectives of the production of a school play were:

(1) to provide an opportunity for success and recognition for students who had faced numerous failures;

(2) to provide the students with an opportunity to experience group unity and independence necessary for successful production;

(3) to provide the challenge of individual and group responsibility necessary to obtain successful completion of a dramatic play;

(4) to provide an activity that would necessitate contributions within an allot
would provide a great sense of accomplishment upon completion.

(5) to provide the entire student body with a project about which they could be proud and feel a part.

The majority of these students had never been involved in school activities and particularly with a school play because they had associated drama with the "sissy" group. The staff felt, however, that they should take the chance in offering to the students an opportunity to take part in the production of a play. The staff felt that nervous energy used to disrupt class would be diverted to a constructive activity and that success in an area giving great recognition would possibly react favorably on classroom behavior and attitudes, and further, a spirit of unity necessary for the successful production of a play would give an opportunity for individuals to experience responsibility to the group.

When the play project was announced to the student body, fifty percent of the students each year volunteered for either a part in the play or participation in backstage activities. Every student who volunteered at first wanted to be the "star." Before they realized the work involved for a sound production, every single male believed it was a personal insult to him to have a minor part. When the instructor introduced the leading parts, however, and the students realized how much work was involved, they then preferred a less demanding role and less responsibility. At the end of the first week of school, students were notified of their parts in the production and lines were given for them to learn. In the second week of the summer school, the students had not yet learned their lines enough to show much growth. Thus, the teacher met with the cast and considered dropping the drama production entirely because the students had not put forth enough effort im memorizing their lines. The students discussed the problems among themselves in a group session and those who had been most active in learning their lines led the group to the final decision that if the school was to have a play, they must all get to work and work together. Individual ego needs seemed to initiate the desire for progress and completion, and this soon resolved into strong group independence and unity. Students met with the weaker students to help them with their lines; requests were made for after school rehearsals, and the alternate cast members automatically assumed the job of prompting the other students from the audience. Soon inevitable progress was shown. Enthusiasm had tripled. The married cast members were hiring babysitters to enable them to attend after school rehearsals. Car pools were set up among cast members and rides home were arranged. Spontaneous creative suggestions lead to improvement in stage business. Successful completion of the project became the sole aim of all at rehearsal time. As this particular project might be classified as a "low budget show," materials such as portable stages, tables, and other equipment had to be borrowed from other schools within the county. The stage was set up entirely by students and maintained by them most satisfactorily. It was observed that where nothing had existed previously as far as group participation, this activity created a functional unit which allowed professional staging of the play.

A single factor of the play which was most outstanding was the lighting. A complete lighting board, and two borders of lights were constructed by a student who had previously met failure in almost all endeavors of his academic and social life. The student, Tom, was unpopular with his classmates and usually stood aloof from the entire group. During staff discussion, it was generally conceded that one of his greatest needs was finding acceptance. He volunteered to construct a light board and set up the lights for the stage. This he did with professional ability. Tom acquired hundreds of feet of cable, sockets, plugs, cords, and various electrical fixtures. These items were also provided in quantity by many other students who were helping in the production. Each student in the play attempted to add to the supply of these materials.

The acquisition of materials was, in fact, one of the greatest catalysts for the solidarity of the students working in the play. This involved an attitude of loyalty and desire for the ultimate completion of a job which was designed as a cooperative effort.

The costumes for the play were provided by the individual members of the play. In most cases, the costumes were made from sheets or other old material which the girls would take home on their own, dye, and sew the costume that was needed. The play was presented three time; twice in the afternoon and once in the evening for parents, relatives, and friends.

The following are the names of the plays that were presented in the various summer school programs: "Zone of Quiet" by Ring Lardner; "Sandbox" by Edward Albee; "The Ugly Duckling" by A. E. Milne; "The Lottery" by Bryan Duffield; "The Devil and Daniel Webster;" "Cast Up By The Sea;" "The Little Man Who Wasn't There;" "If Men Played Cards As Women Do." One play was written and produced by a group of boys with the theme, "Like Father, Like Son." It was translated into a two-act play called "Saulson's Soulsellers."

The production of a school play was very meaningful for those students who participated. Attitudes and behavior began to change as the students accepted their responsibilities in the drama class section. A case in point was Gary, a fifteen-year old school dropout who had a history of habitual truancies and other difficulties. He experienced complete failure with academic subjects in school. His mother and father were very much interested in Gary's activities in school. During the first week of school, Gary indulged in classroom disruption which was annoying to all students, teachers, and counseling staff. His math teacher reported that he didn't know some of the basic math facts, such as the time tables, and Gary's reaction was that he could not learn them. Gary had been in trouble with the police and had been confined to Juvenile Hall for many months. The boy's reading level was tested during the first week of school at 5.6 and he was classified as a tenth grader. When the play was announced, Gary asked the teacher, "Do you think I ought to try out?" When he was encouraged to do so, he took a script home to study for the following day's tryouts. At the tryouts, he was the only student who had obviously studied the part beforehand and did an amazing job of reading, considering his reading deficiency. He was given the lead in the play. When advised of this, he was concerned, "Do you think I can do it or not?" But he immediately set forth to work in learning his lines. At the end of the first week, he was the only cast member who knew any lines. He had memorized the first eight pages of the script and was so vocal in his enthusiasm with both teachers and counselors that at a staff meeting, "how much the play means to Gary" was discussed. His attitude had greatly improved in both class and counseling sessions. In math, his consistent comment, "I just can't learn the timetables" was challenged by the math teacher's remarks, "If you can learn eight pages of the play script, why can't you memorize the math tables?" Gary's confidence greatly increased. The realization that during the first two weeks he was the only cast member who was succeeding gave him a feeling of success that he had rarely experienced. His disruptive tendencies in class decreased. Academic achievement improved. Upon his return to regular high school in the fall, Gary was encouraged by his counselor to enroll in drama and the boy had one of the leading roles in several school plays during the year.

Another student, Mary, a mature, married student with a small baby, early aligned herself with other married students in school. In reading class, she was observed as being attentive but impatient with the immaturity of other students, and very shy and hesitant to join a group discussion. During the third week of rehearsals, no doubt encouraged by some of her friends, Mary came to the director and asked if she could play this small role which was unfilled because a girl was hospitalized. Mary quickly learned the lines but was extremely inhibited on stage. The challenge seemed quite important to Mary; she readily accepted constructive criticism from the director and other cast members. Her awareness of her excellent performance on the day of the production seemed to mark a milestone for Mary.

The introduction of drama into the summer school program for these students proved to be highly successful, as many of the students who had seemed previously uncooperative were now among the most diligent workers in school. Esprit de corps was evident and remained throughout the summer activities. This was the most impressive and important result of the entire efforts of the drama class. The students learned to give to a unified effort and gained ego recognition in an activity that they had helped in forming.

The programs were printed by the students; seeing their names in print had a desirable affect upon them. The audience reaction was excellent and the program was a success. The students were elated. Many who had been doubtful of its outcome were now impatiently waiting for the cast party that was to occur after the last performance. Success was written on every face. Although this was an amateur production involving approximately thirty hours of rehearsal time for each production, the resulting performance was equal to if not exceeding what could be accomplished under regular school situations. As the staff evaluated the role of drama in the summer school, they concluded that it accomplished the purposes for which it was designed:

(1) Cast members who had previously been confronted with numerous failures achieved successes and recognition as a result of their performance.

(2) Cast members built group unity and independence which they had to create to produce a successful performance.

(3) All cast members met the challenge of individual and group responsibilities necessary to obtain successful completion of a performance.

(4) The entire student body was proud of the members of their group who had successfully met the challenge for their school project.

CURRICULUM - PHYSICAL EDUCATION

It is a generally known fact that school dropouts and potential dropouts reject physical education with passion. Our research showed that only eight percent of the boys and five percent of the girls participated in extra-curricular athletics at their regular high school. In the state of California, all high school students must have one period of P.E. each day. Approximately eighty-five percent of the students enrolled in the summer school program were listed in one of the following categories from their previous school records: (1) non-strips (2) tardies (3) uncooperative with P.E. instructor. Of all students, boys and girls, 90% fell below the grade average of "B", approximately one-third had received a "C" average, one-third had received a "D" average, and one-third had failed physical education altogether. Again, as a by-product of our summer program, opportunities to participate in activities of this nature before school at eight o'clock and during the mid-morning twenty minute brunch period were provided. Although the areas where the schools were located had limited physical education facilities, three team activities were organized: volleyball, basketball, and football (touch). Physical education was on a voluntary basis. Teams were organized from the persons present. If anyone did not wish to participate, he did not have to do so.

Eighty percent of the total enrollment in the summer schools volunteered to participate in the physical activities. Sixteen percent of the total student enrollment indicated in the participation survey taken at the end of the summer school that they liked sport activities the most. Thirty-eight percent of all students placed sports activities in the top five activities that they liked the most. Three percent, mostly girls, listed sport activities in the top five activities they liked least. Although the physical education activities were limited, it was the opinion of the professional staff that they played a vital role in the success of the program.

CHAPTER 6

EXTRA-CURRICULAR ACTIVITIES

STUDENT GOVERNMENT

In the pre-acceptance interviews, the counselors attempted to find out what activities the students had been involved in at regular school. 96% of the students questioned did not participate in any student activities such as school dances, working on committees, or student government. One of the attempts of the summer school was to offer these students some of the enriched experiences that are normally afforded to regular students in a comprehensive high school, and which the dropout and potential dropout student feels personally are of little value. It was our objective to give this opportunity so the students would realize the responsibility and work that goes into the planning and operating of a student government program upon their return to a regular high school. In each of the three sessions, therefore, a student government election was held to elect the classroom leaders, the president, secretary, and treasurer. An attempt was made to have campaign speeches, but this failed since the students had not yet become acquainted with each other since this was a county-wide program and most of the students did not know one another.

During the second week of the school, the student body election was held. No academic or other requirements were imposed for eligibility of office, and any student wishing to run could submit an application containing the signatures of at least five bona fide students who supported his candidacy. Voting took place during the regular recess period. The winners of the student body elections generally were scattered tnroughout the twelve high school districts in the county. In addition to the president, secretary, and treasurer, each of the five groups had one representative who was selected from their individual groups, bringing the total number of membership in the student council to eight. None had ever served in any kind of elective or leadership capacity previously. They were not aware of parliamentary procedures, committee structures, and in fact, were surprised to learn that regular meetings are conducted by means of an agenda. Regular meetings were held each week with the student council and a member of the staff. Also, meetings which were needed by the students were requested and held. During such meetings, items discussed were the scheduling of classes, clothing to wear, the establishment of a "baby day" for the married mothers on campus, a school dance, smoking violations, and a party at the end of the summer school.

The student council members and officers did not know how to function in their role. The committee chairmen appointed did not carry out the assigned responsibilities because they did not know how to do so. As a consequence, very few student body activities were actually conducted that did not emanate from the staff. The counseling staff did work with the students in trying to help them understand the responsibilities of each individual's leadership role, however. It is the opinion of the staff that, although providing these experiences to the youngsters really had little positive effect, the short period of time in school was not enough to create a cohesiveness and smooth-running student council. Although they did profit to some extent, the rewards did not equal the time and effort involved.

STUDENT NEWSPAPER - SCHOOL ANNUALS

What we had learned so far about the school dropout in our study was:

(1) They did not participate in extra-curricular activities in their regular school, i.e., drama, student government, etc.

(2) They were not athletes.

Another opportunity offered to the students was the experience of working on a school newspaper and the publication of a summer school annual. The newspaper was published each week and written entirely by the students. The general purposes of the newspaper and annual were:

(1) to provide the student body an opportunity to gain a sense of school identity through their own school newspaper and annual;

(2) to provide an opportunity for success and recognition for those students who never seemed to succeed at anything and thus refrained from joining in school activities at their regular school;

(3) to provide the students with an opportunity to experience the spirit of group unity and independence necessary for acceptable publications;

(4) to provide the student with the challenge of indi-

vidual responsibility necessary to obtain successful completion of a publication;

(5) to provide an activity which would necessitate contributions within an allotted period of time from the completion of one issue to the deadline of the next;

(6) to provide the students with at least one opportunity to experience the sense of accomplishment acquired from a job well done;

(7) to provide the students with at least limited experience in the organization of an activity, delegation of authority and responsibility, chain of command, reporting, news writing, editing, format, and distribution of a newspaper with the hope that some might develop an appreciation and interest in this sort of activity and carry that with him back to school in the fall;

(8) to provide the staff with a certain amount of insight into students' interest, opinions, and concerns as reflected in a relatively uninhibited and uncensored literary outlet.

Each summer school selected its own newspaper staff including the editor, assistant editor, sports writer, columnists, and so forth. Naming of the newspaper was again left to the choice of the student body. The first newspaper was named after the custodian of the school where the students were in attendance. It was quite an emotional scene as the girl editor presented the first issue of the "Greenjeans Gazette" to the custodian whom the students had nicknamed "Mr. Greenjeans" as this was his customary uniform.

The format of the newspaper was two columns of approximately three to ten pages. Articles of interest, announcements of activities, cartoons, and jokes made up the content of the paper. Many students wrote articles for the paper and enjoyed seeing their name and article in print. Such topics included: What is the ideal teacher, My hopes for the future, Learning can be fun, A year ago I was a different person, High school is a lot of fun, I didn't care until now, Who says the world is round, If I could be anyone in the world, I'm glad I'm an American, Education is most important, and many other articles were written by individual students.

As most schools have yearbooks, so was the desire of the students in these summer sessions to also produce their own yearbook. The objectives were the same as for the newspaper. A managing editor was selected by the students as well as eleven staff members who edited and compiled their own yearbook containing more than forty pages of pictures of activities, students, teachers, and visiting guests.

The students involved in both the newspaper activities and the annual truly felt that they had shared in the functioning of a student body program. Angel, a Mexican-American youth, for example, was rather quiet and shy in his first two weeks of school. He did not feel a part of the complete student body. He had never been active in any school functions before, although he was an excellent artist and could draw cartoons very professionally. When he became involved in the newspaper and the annual, a tremendous change in Angel's behavior was observed. He felt responsible for making the paper and annual a success. He solicited help from other students and wrote many articles for the newspaper. He later told his counselor after the first publication of the newspaper that this was his first activity in which he had ever participated and that he enjoyed this environment so very much. The faculty and parents reported that they enjoyed and appreciated seeing the articles that students had written. Parents indicated that they gained insight into some of the feelings and beliefs that they did not know before.

Both the school newspaper and annual would be a credit to any small, regular high school. Again, their purposes were attained by providing experiences which unified the student body.

BABY DAY

Twelve percent of the student enrollment were married and had families. At the request of the students, one day was set aside each summer as "Baby Day" where students would bring their children to show their friends. To the surprise of the staff members, however, more young babies were in attendance than we had married mothers. In investigating the high number of babies, it was found that many of the young, single girls and some boys wanted to feel a part of the school program and either brought their baby sister or brother or borrowed one from a relative or friend for the occasion. This was an extremely pleasant activity. The female counselors on each occasion would gather the girls together and talk about baby care and some of the young mothers would demonstrate such things as bathing the baby, changing diapers, and baby care in general.

BABY SHOWER

A common misconception that most people have about school dropouts is that they don't care, are lazy, and have little desire to perform tasks which are most acceptable in our culture and society today. The summer school afforded these students their own type of social system in which they functioned well.

An evidence of positive social growth by students on the campus was a baby shower given for one of the students, an expectant mother. The girls at the summer school arranged all the details of the shower which was second to none. All of the girls attended and the entire activity was carried out in a dignified, mature fashion. The staff was amazed by the unanimity that was developed in such a short time by these young teenagers.

OTHER EXTRA-CURRICULAR PROGRAMS

The background of many of the school dropouts in the summer program reflected a little understanding of community and civic activities. During their attendance at regular school, participation in such activities were practically non-existent. It was the opinion of the staff that a line of communication possibly could be established in the work world and in the existing community by trips to various lay and civic organization. Arrangements were made so that the students could sign up for a trip to a luncheon at either the Lions or Kiwanis Club. The purposes of these activities were:

(1) The students could learn about the different types of businesses that are in operation within the county - actually visit the businessmen themselves and circulate among these civic-minded leaders of their community.

(2) They could see and talk to businessmen informally and understand some of the activities and responsibilities that the men take on in the community.

Participation by the students was voluntary. A list was made up each week of the students who requested this activity. The only requirement was that each boy and girl should dress formally, i.e., boys should wear shirt and tie, and girls should wear Sunday dress.

The students were taken to the civic luncheon by staff members. Upon arrival at the meeting, each student was met at the door by various Kiwanis or Lion members, introduced, and taken to his table. It was previously arranged that each student was to sit between two businessmen. During the introduction of guests, they were introduced to the Kiwanians individually and were acknowledged as members of the summer guidance school. If at any time they wanted to ask questions pertaining to the club activities or speak to any particular businessman, they were encouraged to do so and escorted and introduced. On several occasions, the students were asked to lead the pledge allegiance by the club's president. The following are some of the comments of the students after attending the luncheon:

> *"Those Kiwanians sure impressed me by being so nice and they accepted all of us kids."*
>
> *"What an experience to brush shoulders with those big shots and have them treat you like adults! It made me feel ten feet tall."*
>
> *"Gee, can we go again?"*
>
> *"Golly, man, those guys are sure great. When they talked to me, they made me feel like I was somebody."*
>
> *"Those guys are really cool. You don't even think of them as businessmen. I never thought I could enjoy it so much."*
>
> *"We should go to more meetings like that and get to know those guys better. Just think, I was sitting next to a doctor and he was treating me as though I was a big shot."*
>
> *"If I knew more businessmen like that, it would sure help me to get a job. I didn't know why they did so many things for us kids."*
>
> *"Hey, man, I want to go back. Just think, they treated me as a regular. I wish I could go back and give a speech and tell those guys what it meant to me."*
>
> *(From a father of one of the students who attended the Kiwanis luncheon)*
> *"I don't know what happened at the Kiwanis luncheon, but all I hear from my boy is the way they treated him at the luncheon and he wants to join a club just like that."*

There is no doubt in the mind of the staff about the tremendous impressions that were made on the students who attended the civic luncheons. It gave them an informal "look - see" at persons they had seen all their lives who had been so far removed that they never thought they could associate with them. Many of the students did not realize how business people fitted into the community. For the first time, they actually participated in a community activity run by people themselves. They watched doctors, lawyers, merchants, etc., make reports for various committees, conduct parliamentary procedures, become serious, laugh at each other, be concerned about each other, and above all, be concerned about their community.

Other programs that were developed during the summer by the students themselves again demonstrated their desire to succeed. The planning and operation of a school dance at which the students decorated the auditorium, provided the dance band, and sold tickets so that they could have money to pay for the closing day graduation party, also planned by the students, was an example. At the end of the summer session, the last day was held for graduation ceremonies. At this time, the parents and friends of the students were invited to attend a special assembly where each student received a completion diploma. This marked a milestone in these youngsters' lives for it was the first certificate that most of them had ever received. Outstanding speakers throughout the county were invited to see the completion day exercises and give an address. Such outstanding individuals as the president of the Orange County Board of Education, and our representative from Washington, D. C. were the guest speakers for the 1964 school. Members of the Board of Supervisors and other dignitaries were also guest speakers at these graduation exercises.

CHAPTER 7

HEALTH APPRAISAL

In the first two years of operation, little attention was given to the health of the dropout and potential dropout students, although, on two separate occasions in the 1964 program, two nurses volunteered their services to do vision and hearing testing for students. During the two days these nurses spent, it was found that over 50% of the students needed some type of medical attention.

In the third year of operation, a full-time nurse was written into the project upon the assumption that these students may have overlooked health problems. It was decided that the school nurse in the summer school program would devote all of her time to gathering significant health data on each student. The nurse's role in the program was conveyed to the staff members to emphasize that health appraisals would consume most of the nurse's time, and for that reason, she would not be on call for everyday minor accidents and illnesses.

The health appraisal consisted of the following parts explained here in brief:

(1) A health history or inventory obtained in the majority of cases from the students themselves. In some instances, parents were contacted for health information. Occasionally, a pre-enrollment form would reveal a health problem, but this proved a meager source of information. Health records from the school last attended were not available during the summer program.

(2) Nurse's physical inspection of mouth and throad to detect gross or obvious defects in teeth and throat conditions.

(3) Vision screening by school nurse.

(4) Hearing screening by school nurse.

The methods of reporting physical defects to parents were by phone, nurse-parent conferences, letter, and home visits. Students were counseled frequently regarding personal health problems. In all cases, those problems requiring attention were reported by the nurse to school staff members at each school. In several cases, the summer school staff was unaware of the problem until the student had been screened by the school nurse. In these cases, the parents had neglected to include any health history on pre-enrollment forms.

Students with referral defects will be followed through during the coming year by their respective counselors in order to encourage and perhaps assist parents in seeking corrective measures. Several students had corrections completed before the close of the summer school.

The parents' response to the nurse's interest in the child's health was generally very good. At the conclusion of each examination, the school nurse wrote a narrative report such as the following:

> "This girl's major health problem appears to be that of infected tonsils which should have been removed long before this. She missed a great deal of school last year with severe tonsillitis attacks. It was the purpose of the nurse in this case to assist the family in getting a T & A so that the condition would not keep her out of school again next year. The school nurse made a home call and found the mother works as a waitress and is sole support for five children. She had been twice married, twice divorced. Her daughter is the eldest and her father contributes a small amount for her support each month. The mother does not feel she can finance a T & A at this time, although she realizes it must be done. The nurse gave her a referral slip to the county hospital to determine eligibility. There should be no question of eligibility in this case according to the nurse's statement.
>
> "The nurse followed up with a conference at school. The girl said her mother did go to the county hospital and was told that a T & A could be done. The mother must bring the girl in for the initial exam. The girl said her mother hasn't taken her in as yet. The girl appeared very upset while she was talking to the nurse today and didn't seem to want to talk about her personal problems at this time with the nurse. Next day, it was learned that this girl ran away from home. Her mother had asked the police to pick her up. She was very disturbed because she had no idea where her daugh-

> ter could be. The girl resents any type of restriction on her hours and usually reacts in this way by running away from home. Three days later, the girl was found, brought home and put on restriction by the probation department. She again ran away immediately following this development. Later, the girl was found and now was placed in juvenile hall. The nurse made another home call but the mother was not home at the time. So the nurse made arrangements to meet with the girl's probation officer and advised the probation officer of the previous arrangement for the impending T & A. The probation officer said she would get a release from juvenile hall for the girl to have the tonsillectomy."

Another illustration of the effectiveness of the nurse in the summer school program concerned a male student who was recommended for an eye examination. The boy felt that it would be difficult for his family to provide the money to have the physical examination and that he himself would have to get to work in order to finance the care needed. The nurse then contacted the student's counselor and the school principal. It was suggested at this conference that the local Lions' Club be asked to help subsidize the professional eye examination. The nurse made a home call and determined that his family would be eligible for this assistance. They live in a fairly neat house, quite orderly, but no appearance of any luxury. There were five children in the home. The father works as a non-skilled laborer, the children seemed to be well cared for, and both parents seemed interested in all the children's health and particularly this boy's school progress. The parents were advised that the principal of the summer school and school nurse had asked the Lions' Club committee to assist in providing an eye examination. An appointment was made to give their son this exam. The family seemed to be genuinely appreciative for the help that was extended to them.

The school nurse was most effective in this summer program. The role of the nurse in any similar program of this nature should continue to be that of a health counselor, devoting full time to health appraisals and health evaluations of each student. These procedures are very time consuming, and when done effectively, are very beneficial to a total school program. As a final comment, the nurse stated that her experience had been extremely interesting and rewarding. The nurse-student conferences were especially satisfactory because most students were willing to discuss health concerns in spite of some initial attitudes of "So what - I'm okay."

CHAPTER 8

PSYCHOLOGICAL DATA AND EVALUATION

In evaluating the characteristics of the school dropout and trying to understand why he has been unsuccessful in his educational achievement, another important factor was found to be the lack of self concept and self esteem as a person and particularly as a student. We wanted to attempt to build the students' concept of self at the highest level possible, using every instrument in the counseling and psychological profession. It was hypothesized that although the students would thoroughly reject testing, we would eventually improve their attitudes toward test taking and train them to be highly sophisticated in the ability to accept tests as a way of life by demonstrating the value of successes on tests. It was our opinion that once a student was aware of the potential positive help tests could be for him, we would be able to release the anxiety and frustrations concerning test taking and the student would then look at tests positively. Secondly, we wanted the students to become aware of the terms psychology and psychologist and acquaint him with the function of this professional individual. The title "psychologist" caused some discussion among the students. The term "head shrinker" was used often and students would ask, "Where was the couch?" They seemed, however, to possess a real interest in the psychologist when the different terms were explained.

In the 1964 and 1965 sessions, much more testing was administered to the students than was necessary. Again, the purpose was to acquaint the students with all types of tests and testing procedures. Through the experiences of test taking, students would be somewhat more at ease on their return to regular school or in applying for a position which involved tests.

The importance of the individual psychological interview cannot be overemphasized. So much insight was gained concerning work habits, personality factors, and the reactions to test situations that the diagnostic implications far outweighed the value of the ultimate score. Each psychologist and the counselors who administered group tests interpreted the results to individual students and emphasized the areas of strength. Many students were quite surprised and extremely pleased to find out that they had strengths at all. Their inadequacies, failures, and weaknesses had been dwelled upon in the past to such an extent by school personnel and at home that their self concepts were extremely low.

The interpretation of individual tests was a major factor in the success of the testing program. Here the student was helped in bolstering his self concept while given a realistic appraisal of his intellectual ability. Some comments were, "I always thought I was dumb," or "I didn't know I was that smart."

The individual tests that were administered were: Weschler Intelligence Scale for Children, Weschler Adult Intelligence Scale, Thematic Aperception Test, Symonds Picture Story Test, Bender-Gestalt, Draw A Person, Projection of Self Test, and Sentence Completion Test.

The teachers seemed to be more interested in gaining the intellectual achievement data than did the counselors. The instructional staff responded to the individual testing results in a very interesting fashion. Usually, they were surprised at how high the students scored on the Weschler Scale. The counselors were more interested in the finding of the projective tests although they were interested in the general intelligence and achievement scores to some degree.

The psychologist received referrals from teachers and counselors, who, like the students, often had little contact with the school psychologist and this was a new experience for many of the professional staff, but they readily availed themselves of the opportunity to refer students for psychological testing in order to receive the data.

Many of the students contacted the psychologist on a self referral basis and would want to know why he couldn't read or why he seemed different from other people. It was explained to them that the value of the individual psychological test was that they could find more accurately where strengths lay and what areas needed to be worked on, along with clues about ways of approaching these improvements. It also was presented to the students that the tests could indicate possible future occupation directions. Most of the students willingly participated in the individual group tests given by the psychologist. One boy said, "You won't charge me $20 an hour, will you? That's what the last psychologist charged me." When assured that the services were free, he readily agreed to come to the testing room as often as necessary. On the other extreme, one boy hesitated for three weeks before agreeing to be tested. He was referred by his counselor because he was completely uncommunicative and a social isolate. After talking with the psychologist, he asked if any of the tests would be timed. When the psychologist said that there would be some timed tests, he refused testing. The psychologist suggested that he think it over for a few days before he made up his mind definitely. In the meantime, the counselor discussed with the student the advantage of knowing his potential in many areas. Later, the boy came back and said he guessed he would take the tests. Interestingly enough, this boy broke all the speed records for the timed tests. When he was asked why he had been so reluctant to take the timed tests, he said that he felt that this was one of his weak areas and he did not want to know for sure, but it turned out to be an area of strength. During the entire summer session, only one boy refused entirely to be tested. He was an extremely hyperactive, severely disturbed boy who was almost hebephrenic-schizophrenic in reaction. He giggled and wandered about the testing room shooting rubber bands close to the head of the psychologist and saying that he did not want to find out that he was crazy because he knew he was. Of course, this student represented the extreme end of the continuum. Most students were extremely pleased with their tests and the test interpretation.

The major advantage of discussing test results with the student was to boost his self concept while giving him a realistic overview of his strengths and interpreting the areas of weakness. The interpreting of weaknesses was done in a very supportive manner.

Many of the parents requested conferences with the psychologists for interpretation of test results and discussion of problems in general. The main reaction of the parents to interpretation of test results was that of gratitude. As one parent put it, "My child has been tested four times. Each time I tried to find out the results of the test. Either nobody would talk to me or the counselor would sit there with the psychological report in his hand and hew and haw. He didn't seem to know how to tell me about the results." Another parent said, "My child has been tested before and I requested a conference with the psychologist. The psychologist said a lot of things but I didn't understand what he was talking about. However, here at the summer guidance school, I have had the tests explained to me and had a chance to discuss feelings about my child with an understanding psychologist who was able to answer my questions in a way that I could understand. I have never had this experience before."

It was the conviction of the summer school staff that interpretation of tests with parents should constitute a must. Parents would come in on Saturdays or Sundays to discuss test results with the staff. As one parent said, "You don't know how much it has helped me to find out all these things about my child -- what his potential is, how we can plan for the future, and what areas we can work on at home, and what areas can be handled professionally, what we can expect scholastically, so forth and so forth..."

Academic Testing Results

The purpose of the testing program was twofold:

(1) To help the students gain a better insight of techniques of taking a test and the importance thereof;

(2) To give the professional staff at the summer school a better knowledge of the students' abilities based on current tests administered at the school.

Most tests were given on a pre and post basis and have been proven statistically significant either at the .01 level or the .05 level of confidence. At the present time, all test results have not been completely tabulated and correlated with scores from control groups, however, the results of those tests that have been completed are:

(1) S.R.A. Non-Verbal Test: mean of pre test scores for girls - IQ 102.3; mean of pre test scores for boys - IQ 105.3; mean of total for both sexes - 104.3.

S.R.A. Non-Verbal Test: mean of post test scores for girls - IQ 117.5; mean of post test scores for boys - IQ 118.2; mean of total for both sexes - 118.0.

Mean increase for girls - 15.2; boys - 13.0; mean of increase of both groups was 14.0.

(2) Henmon-Nelson Test of Mental Ability: means of scores, pre test only - girls 92.4 IQ; boys - 94.6 IQ; total - 94.0.

(3) Nelson Silent Reading Test: (both pre and post testing) pre test, girls' average grade placement was 8.4; boys 7.5; mean total both groups 7.8; post test, girls' average grade placement was 9.1; boys 8.4; total both sexes 8.6. Grade equivalency improvement of girls 1 year 3 months - grade equivalency increase of boys 11 months - mean increase for both sexes was 1 year.

(4) Wide Range Achievement Test: (pre and post basis) mean of grade placement for girls 6.9; mean of grade placement for boys 6.9; both sexes total 6.9.

On post test - mean of grade placement for girls 7.7; boys 7.7; total both sexes 7.7; mean increase 8 months, no difference between boys and girls.

(5) California Reading Achievement Test: (pre test only) mean of grade placement for girls 7.3; mean of grade placement for boys 7.7; mean for both sexes 7.6.

On the basis of the compiled reading scores, about 1/3 of our students (25 out of the 84) read below the sixth grade level in spite of the fact that they were entering either the 10th, 11th, or 12th grades. The average reading retardation was four years. Students with grade equivalent scores of 1.5 to 2.5 were given individual reading instructions. Others were placed in small groups while some of the better students were given speed reading practices.

Possibly it is now time to give you a closer "look-see" at what we would call an average student attending the summer guidance opportunity school. We are not about to state that there is such a thing as an average dropout as we are quite aware of the unique individuality of each student who has attended the summer programs. To say that we have no average student would mean, from the guidance point of view, that each student was regarded as an individual and not as a statistic. It would not mean that all students were less than average in ability either, for such was not the case. The average student attending the summer guidance school was hypothetical, as he is in all cases.

Mr. Hypothetical, or better known as Mr. Hy, since 66% of the student body was male, is a male caucasian, age 17.5 years. He lives at home with his real parents. They were interested enough in his welfare to provide transportation for Hy to travel the ten miles, or twenty-one miles round trip, to attend summer school. He is not an only child. He has one older sister and one younger brother. The older sister is married. The younger brother may also be having some difficulties in school, but Hy is concerned and would hate to see this brother drop out of school and make the same mistake he did. Both parents came to school on two separate occasions, once to meet the counselor to discuss personal and educational developments, and the second time to meet the teachers and staff to review Hy's progress. Of the total summer school sessions, Hy missed three days. He was ill once, had a court appearance once, and reported car trouble the third time. All were confirmed by the counselor's telephone call. Test results: the Weschler Intelligence Scale for Children was administered with the following scores - verbal I.Q. 98; performance I.Q. 101; fullscale 99; Henmon Nelson I.Q. Battery, Form B 91.5, Form A 92.0; General

Aptitude Test Battery Form B 1002, intelligence 93.9; verbal aptitude 90.2; numerical aptitude, 90.2; spatial aptitude, 106.7; form perception 105.4; clerical perception, 98.4; motor coordination, 99.2; finger dexterity, 94.9; manual dexterity, 98.2; Nelson Silent Reading Test, 7.7; Jastak Wide Range Achievement Test -

	Pre	Post	Improvement
arithmetic	7.8	8.5	one grade level
spelling	7.3	7.5	two months
oral reading	8.7	9.7	two grade levels

According to Hy, he values his friends above all else. He talks and reacts rather egocentrically. His own fun and pleasure are important to him. He is concerned about his career. His work experience since he has been out of school has been unrewarding either monetarily or in self esteem. He has worked in a car wash or as a bus boy. He wants a better job and know that education is his only way to achieve his vocational goal. He would eventually like to own his own gas station. He has little community pride and does not identify with leaders in the community. Although he went to Sunday school, he no longer attends either church or Sunday school. Physical activities and material possessions do not seem important to him. He does value friendship; he wants to be accepted as he is. During the summer school session, he improved in his basic arithmetic ability, his spelling, and his oral reading ability as well as his appearance. He started shaving regularly and wore a shirt and tie on several occasions during the summer. Once when he visited the Kiwanis Club at Disneyland Hotel, he wore a suit. He expressed feelings to his counselor that this was the first time that he was not embarrassed to ask a question in class and he felt that the teacher and counselors were different than in regular school. It took quite a bit of probing for him to come to the realization that perhaps he too was different after his experience in summer school. When asked to list occupations, during the first week of school he could only list fourteen in three minutes. During the last week in the same time, he was able to list twenty-one. He felt that he learned more about occupations in the field trips he attended on his own time after school than he did in formal discussions of occupations in the vocational counseling classes. The interview at the California Department of Employment, which he attended reluctantly, confirmed his own belief that he could make a good mechanic. He stated, "If I can save enough as a mechanic, perhaps I can buy into a gas station or a tire shop." His goals seem realistic if he can apply himself. He knows he cannot work well under pressure and gives up easily. Knowing this, however, may help him in the future to persist a little longer. In summer school for about three weeks, he had difficulty getting to class on time. Although still a problem throughout the summer, he has made improvement in the area of punctuality.

Hy claims that he can "get along with people" rather easily. This was confirmed by ovservation. He could verbalize his personality weaknesses more easily than he could his strengths. He confessed rather readily that he gets mad easily and that he has moody spells. Considerable effort in group counseling was directed toward dealing with people and handling emotions. Hy felt that he had been somewhat helped by the group discussions.

Although Hy felt that he had the maturity and intelligence to go to junior college at the end of the summer session, he realized it would be impossible because of his age. He decided to return to the same high school from which he had dropped out. He claimed, "I'll bet you'll never see me in the vice principal's office again." He was assured by the counselors that although this sounded great, if he should be sent to the vice principal again, he would know how to conduct himself better.

Hy's past school record was far from exemplary. He had accumulated seventy-five credits thus far in high school and had a grade point average of 0.98. He knows he can do better if he tries, and if his attendance were improved. He is not resentful towards teachers or school, expressing feeling that he has had many chances, "I always got what I deserved, and there were lots that they (school officials) didn't know about and I didn't get caught." He is not proud of his record. He would like a clean record, a chance to start over. He knows that this is not possible. He claims he dropped out of school because he got so far behind there was no hope of catching up. When the summer guidance school was over, Hy expressed his thanks to his teachers and counselors; he was sincere. The staff recommendations were comparable to those of Hy's:

(1) That he should continue in school;

(2) To develop good work habits and complement the ability that he demonstrated in the summer with some hard work in a regular school situation.

Hy agreed. He was proud of the certificate of completion that he received at the end of the summer school. This hypothetical student's reaction to the summer program certainly speaks for most of them.

PSYCHOLOGICAL TESTING
1964 Summer Program

The staff did not wish to overtest. Instruments were chosen for grouping in curriculum areas and for counseling and evaluative purposes. It was thought that dropouts would not enjoy testing but the advisability of using recognized instruments for measurement could not be ignored. We borrowed some instruments found valuable in other studies. We sacrificed reliability in some instances by using instruments that could be administered in classroom periods. We devised some instruments of our own to meet special needs.

Activities

(A) Word Meaning Test (administration time: 40 min.)

The test was authored by Dr. K. Hopkins of the University of Southern California and the project director, Dr. R. Hickman. It was a test of semantic differential. Students were requested to react to forty concepts: Most teachers, grades, school, reading, the ideal teacher, my home, the ideal parent, my parents, most people, my best friends, classmates, adults, me, my school ability, how my class sees me, laws, rules, punishment, me in the future, college, a job, graduating, quitting school, trying hard, cheating, something easy, something important, money, success, counselors, vice principals, arithmetic, tests, English, cars, athletics, sports, girls, and boys.

Nine sets of paired adjectives were provided for each concept. A seven place scale for each adjective pair allowed the subjects to indicate their immediate "feelings" about the concepts as "very closely related," "quite closely related," "only slightly related," or as "neutral," "equally associated," or "irrelevant." The Word Meaning Test was administered at the beginning and at the end of the six week summer school. It was expected that when the before and after tests were scored, changes in meaning would have occurred. Appreciable changes in the feelings of the summer school students toward such concepts as school, me, vice principals, rules and graduating were anticipated.

(B) The Webb-Harris Word Meaning Test (administration time: 30 min.)

The test was authored and procured through Dr. Allen P. Webb of the Pasadena City Schools. It was a test of semantic differential. Students were requested to react to twenty-two (22) concepts: school, reading, being successful, teachers, obeying the rules, people who make me behave, adults, me, fear, quilt, hate, fighting, me in the future, girl, boy, sister, brother, mother, father, family, love, and how I would like most to be.

Twelve sets of paired adjectives were provided for each concept: kind-cruel, hard-soft, passive-active, strong-weak, calm-excitable, true-false, light-heavy, wise-foolish, moving-still, ugly-beautiful, small-large, and fast-slow. A six place scale for each adjective pair allowed the subjects to indicate their immediate feelings about the concepts.

The Webb-Harris Test has been used as a measure of self image. It was anticipated that as a result of the summer school, a change in self image, as measured by this instrument, would occur.

(C) The Henman-Nelson Test of Mental Ability, Revised Edition, Houghton-Mifflin Company. Copyright 1958. (Administration time: 40 min. with directions.)

The test gives only a single index of ability. The total score does correlate well with other group intelligence tests in spite of the short time for administration.

Forms A and B were used as a pre test and post test.

(1) We needed an ability measure to help define our population.

(2) We wanted an ability measure as an aid in grouping for instruction.

(3) We anticipated a probable increase in mean I.Q. because of the curriculum and also because of increased motivation and an interest in doing well that we hoped would be manifested in six weeks.

(4) We needed an ability measure as an aid to educational and vocational counseling.

(D) The Nelson Silent Reading Test, Houghton-Mifflin Company, copyright 1959. (Administration time: 45 min including directions.)

Although not diagnostic, the Nelson Reading Test does give a quick overview of vocabulary knowledge and comprehension. Although grade equivalent scores on this instrument would be ordinarily inappropriate for use with high school students, grade equivalents were used because it was anticipated that dropouts might have reading problems falling well below high school and college expectations.

(1) A reading placement score was desired for help in grouping in reading and English.

(2) A reading assessment of our sample population was wanted to help define our sample.

(3) A possible improvement in mean reading scale was to be assessed.

(E) Wide Range Achievement Test, C. L. Story Co., Copyright 1946. (Administration time: 40-50 min.)

A short, expedient measure of academic achievement was required. The Nelson Reading Test being a silent reading test, in contrast, the three oral tests of the Wide Range Achievement Test were administered. The tests were administered at the beginning and the end of the six week period.

(1) An oral reading score was felt necessary to contrast with the silent reading score.

(2) A diagnostic math score for placement in math class, our only assessment of arithmetic, was felt to be needed for directing math instruction.

(3) Improvement in reading, if any, was to be assessed.

(4) Improvement in arithmetic, if any, was to be assessed.

(5) Improvement in spelling, if any, was to be assessed.

(6) A definition of our sample population was to be made in the achievement areas of math, oral reading, and spelling.

(F) The General Aptitude Test Battery, The United States Department of Labor, Form B-1002, Copyright 1961. (Administration time: 3 hours.)

The General Aptitude Test Battery is composed of 12 tests selected because they are good measures of 9 aptitudes found to be important for successful performance in a wide variety of occupations. Of the 12 tests, 8 are paper and pencil tests and 4 are apparatus tests: Intelligence (G), Verbal Aptitude (V), Numerical Aptitude (N), Spatial Aptitude (S), Form Perception (P), Clerical Perception (Q), Motor Coordination (K), Finger Dexterity (F), and Manual Dexterity (M).

It was administered because:

(1) Traditionally, school instruments are not standardized with occupational criteria. The GATB would appear to be a highly valuable instrument to use for vocational counseling.

(2) Our population sample could further be defined in terms of performance as well as verbal measures.

(3) The introduction of the dropouts to the testing, counseling, and placement services of the California Department of Employment was thought to be valuable vocational counseling in its own

right.

(4) It was expected that an assessment of the reality of the vocational goals of individual dropouts could be made with the use of this instrument.

(G) Personal Values Check List, Donald Tarr Associates, Copyright 1963. (Administration time: 30 min.)

A measure of the values of dropouts was felt to be important. Found valuable in Lessinger's Grossmont High School study, we adopted the instrument. It was administered at the beginning of the six weeks.

(1) A definition of our sample in terms of personal values was desired.

(2) Some insight into the subjects' individual value structures was desired for personal counseling.

(H) I Want List, Orange County Summer School, Summer 1964 (Administration time: 30 min.)

Although the idea for this instrument was borrowed from Studies in Success, A Promising Approach to Non-College Preparatory Pupils, the summer school staff prepared their own instrument.

(1) Growth in the knowledge of occupations was hoped to be gained by comparing the number of occupations a student could list in three minutes before and after the six week session.

(2) Vocational goals were to be determined by the listing of three occupations in which the subjects were really interested. Changes in vocational choice before and after the summer session could possibly be attributed to vocational counseling.

(3) The instrument would provide a good basis for vocational counseling.

(I) Job Education Check List, Orange County Summer School, Summer 1964. (Administration time: 15 min.)

This one page check sheet, constructed by the summer school staff was a self evaluation inventory. It was given before and after the six week session.

(1) Counselors could easily determine areas of necessary improvement - a counseling tool.

(2) Students could view themselves introspectively.

(3) Changes in self evaluation could be determined.

(J) Self Evaluation Work Sheet, Orange County Summer School, Summer 1964, (Administration time: 20 min.)

An evaluation was to be made in the areas of physical potential, mental potential, expressed interests, personality, and self confidence. The instrument was administered before and after the six week session.

(1) It was to be used as a counseling tool for personal adjustment.

(2) It required the student to evaluate his strengths and weaknesses in the areas surveyed.

(3) It would be a clue to changes that occurred during the six week period in the realistic appraisal of one's self image.

(K) Study Activities Check List, (administration time: 20 min.)

This instrument was used in counseling sessions dealing with study habits and techniques. No effort was made to interpret the instrument individually with each student or to have every student complete the instrument. The students scored their own check sheets and were allowed to take the instruments home.

(1) It was used as a self analysis of study habits.

(2) It provided discussion materials for the investigation of study habits.

Results

In the statistical treatment of test results, the following formula was used for finding the critical ratio (CR) for correlated means:

$$CR = \frac{\text{Mean Difference}}{\text{Standard Deviation of the Mean Difference}}$$

The differences in the number of cases, (N), between various sets of "pre" and "post" test data has been due to students who were unable to complete all tests. A considerable effort was made to have complete test data. Test administrators were all experienced and conditions for testing were usually close to ideal. It can be stated honestly that physical conditions, motivation, and the administration of the instruments employed approached an ideal situation. The pre test administration was conducted during the first week of summer school. The post test was administered during the sixth week of the session.

(A) Word Meaning Test

Most students showed a significant increase in the following concepts:

most teachers, how my class sees me, grades, my school ability, rules, tests, counselors, ideal self;

factors which showed a decrease in rating were:

ideal teacher, ideal parent, something easy, cars, girls (on the boys' rating scale).

The girls concept of ideal teacher was significantly higher than for the boys'. The same was true for the concept of ideal parents, my best friend, and how I would like to be. Girls considered cheating significantly worse than did the boys. Girls considered boys better than boys considered girls.

In comparing two groups of students, those with high I.Q. and those with low I.Q., the following results were obtained. For high I.Q. students, the concept of most teachers, laws, and vice principals increased. The decreasing factors in the high I.Q. group were cars and girls. For the low I.Q. group, the concepts of something easy, trying hard, cars, and graduating decreased. The concept of tests increased.

(B) Webb-Harris Word Meaning Test

Scoring costs and time have prevented a complete analysis of this instrument. The control group for this project will probably be administered this instrument and the scoring completed at that time.

(C) The Henman-Nelson Test of Mental Ability

Table 1:

SUMMARY OF RESULTS FOR THE HENMAN-NELSON TEST OF MENTAL ABILITY

	Pre Test	Post Test
	28 Form A; 22 Form B	28 Form B; 22 Form A
N	50	50
Mean (IQ)	91.5	92.0
Range (IQ)	69 - 111	65 - 136
S.D.	9.75	12.5
S.D. (Mean)	1.39	1.78

Critical ratio was 0.471. The null hypothesis was tenable. There was no significant difference between the means.

(D) The Nelson Silent Reading Test

Table 2:

SUMMARY OF RESULTS FOR THE NELSON SILENT READING TEST

	Pre Test	Post Test
Form	B	A
N	48	48
Mean (grade equivalent)	7.7	7.8
Range (grade equivalent)	2.8 - 10.0	2.7 - 10.0
S.D.	1.93	2.05
S.D. (Mean)	0.28	0.30

The critical ratio was 0.5. The null hypothesis was tenable. There was no significant difference between the means.

(E) The Jastak Wide Range Achievement Test

Table 3:

SUMMARY OF THE ARITHMETIC TEST OF THE WIDE RANGE ACHIEVEMENT BATTERY

	Pre Test	Post Test
N	46	46
Mean (grade equivalent)	7.8	8.5
Range (grade equivalent)	3.5 - 12.3	3.8 - 13.6
S.D.	2.12	2.14
S.D. (Mean)	0.316	0.319

The critical ratio was 5.15. The null hypothesis was rejected at the 1% level of confidence. There was a significant difference between the means.

Table 4:

SUMMARY OF THE READING TEST OF THE WIDE RANGE ACHIEVEMENT BATTERY

	Pre Test	Post Test
N	38	38
Mean (grade equivalent)	8.7	9.7
Range (grade equivalent)	1.0 - 13.4	1.3 - 15.2
S.D.	2.81	2.96
S.D. (Mean)	0.46	0.49

The critical ratio was 5.10. The null hypothesis was rejected at the 1% level of confidence. There was a significant difference between the means.

Table 5:

SUMMARY OF THE SPELLING TEST OF THE WIDE RANGE ACHIEVEMENT BATTERY

Pre Test		Post Test
N	41	41
Mean (grade equivalent)	7.3	7.5
Range (grade equivalent)	2.2 - 10.7	2.3 - 10.9
S.D.	2.27	2.18
S.D. (Mean)	0.36	0.35

The critical ratio was 2.10. The null hypothesis was rejected at the 5% level of confidence. There was a significant difference between the means.

(F) The General Aptitude Test Battery - Form B-1002

Table 6:

SUMMARY OF THE RESULTS OF THE GENERAL APTITUDE TEST BATTERY

	MEAN	S.D.	RANGE
Norm for all subtests	100	20	
Our sample on the subtests.	N=44	N=44	N=44
G. Intelligence	93.9	14.1	69-122
V. Verbal Aptitude	90.2	14.7	63-119
N. Numerical Aptitude	90.2	15.0	57-130
S. Spatial Aptitude	106.7	18.3	71-143
P. Form Perception	105.4	13.4	86-139
Q. Clerical Perception	98.4	12.1	77-135
K. Motor Coordination	99.2	13.9	62-132
F. Finger Dexterity	94.9	16.8	54-128
M. Manual Dexterity	98.2	17.5	62-142

(This information provided by the California Department of Employment.)

The average general intelligence mean (G) for this battery compares favorably with our findings on the Henman-Nelson (93.9 and 91.5 respectively.)

Spatial Aptitude and Form Perception are the only two tests in which the means for our sample were greater than the normative mean. This might indicate that although our sample seemed handicapped in the abilities measured by group intelligence tests, that in non-verbal performance areas they were not handicapped.

(G) Personal Values Check List

Table 7:

A SUMMARY OF STUDENT RESPONSES TO THE PERSONAL VALUES CHECK LIST: STUDENTS WERE ASKED TO RANK TO VALUES IN ORDER OF THEIR IMPORTANCE TO THEM.

VALUES	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Friends	6	9	6	7	6	5	5	5	0	1
Material Poseessions	0	3	6	2	5	5	8	5	8	5
Physical Activity	0	0	2	9	8	2	8	5	11	5
Self	7	5	6	10	6	3	4	4	1	5
Mental Activity	1	3	1	4	5	10	5	11	7	3
Family	15	11	9	2	1	6	2	2	0	2
Religion	4	2	6	3	6	2	7	5	5	10
Career	9	7	3	3	10	5	3	3	3	4
Community	1	2	2	3	1	9	5	6	11	10
Home	7	8	9	7	3	3	3	4	4	2
N =	50	50	50	50	50	50	50	50	50	50

Note: To interpret this table: 6 students out of 50 rated Friends 1st out of 10 possible choices; 9 rated Friends 2nd, etc.

The five most occurring first choices of the students attending the summer school follow:

(1) Family: 15 or 30% ranked first.
(2) Career: 9 or 18% ranked first.
(3)(4) Self and Home: 7 or 14% ranked first.
(5) Friends: 6 or 12% ranked first.

The five most occurring last choices of the students:

(1)(2) Religion and Community: 10 or 20% ranked 10th.
(3) Material Possessions: 8 or 16% of the students ranked 10th.
(4)(5) Self and Physical Activity: 5 or 10% of the students ranked last.

Table 8:

PERCENTAGES OF STUDENTS RANKING VALUES WITHIN THE TOP FIVE AND WITHIN THE BOTTOM FIVE

%	RANKED WITHIN TOP FIVE	%	RANKED WITHIN BOTTOM FIVE
76%	Family	82%	Community
68%	Friends	72%	Mental Activity
68%	Home	68%	Material Possessions
68%	Self	62%	Physical Activity
64%	Career	54%	Religion

70% of the students ranked family within the first three rankings (1st, 2nd, or 3rd). 54% ranked community within the last three rankings (8th, 9th, 10th). No one ranked physical activity either 1st or 2nd. No one ranked material possessions 1st. Only one person ranked friends in the 9th or 10th place. Only two persons ranked family in the 9th or 10th place.

(H) The I Want List

Table 9:

SUMMARY OF THE FINDINGS FOR INCREASE IN KNOWLEDGE OF OCCUPATIONS

	Pre Test	Post Test
N	47	47
Mean	14.4	21.2
Range	0 - 31	0 - 43
S.D.	8.97	10.5
S.F. (Mean)	1.32	1.55

Note: The mean and range are in terms of the actual number of occupations listed in a three minute period before and after the summer session.

The critical ratio was 4.5. The null hypothesis was rejected at the 1% level of confidence. There was a significant difference in the means.

Table 10:

A SUMMARY OF THE FINDINGS CONCERNING VOCATIONAL CHOICES BEFORE AND AFTER THE SIX WEEK SUMMER SESSION (N Before =53; N After =47.)

B = Number Listing Before Summer Session
A = Number Listing After Summer Session

B	A	PROFESSIONAL CHOICES
2	0	Architect
3	2	Artist
1	0	Automotive Eng.
2	1	Coach
0	1	Counselor
0	1	Efficiency Expert
1	1	Engineer
1	0	Gynecologist
0	1	Historian
1	0	Home Economist
5	2	Probation Officer
4	2	Lawyer
1	1	Mathematician
4	2	Musician
1	2	Psychologist
1	1	Forest Ranger
0	1	Scientist
6	3	Teacher
2	1	Veterinarian
0	1	Zoologist
		TECHNICAL CHOICES
0	1	Advertising
4	2	Airline Stewardess
1	0	Athlete

B	A	TECHNICAL CHOICES (Continued)
1	0	Bank Teller
0	1	Barber
7	6	Beautician
0	0	Body & Fender Repair
2	0	Bookkeeper
5	5	Business Management
4	6	Carpenter
0	1	Civil Service
0	1	Clothes Designer
4	3	Commercial Artist
1	0	Core-Maker
1	0	Demolition Expert
3	5	Electrician
2	2	Electronics Tech.
1	1	Draftsman
0	1	Fireman
1	2	Farmer
2	1	Game Warden
0	1	IBM Operator
5	1	Interior Decorator
1	0	Landscape Architect
2	1	Machinist
9	7	Mechanic
1	0	Movie Star
3	3	Nurse
1	0	Practical Nurse
1	0	Pilot
2	2	Plumber
1	2	Policeman
2	1	Politics
1	1	Real Estate Broker
5	5	Secretary
0	1	Tab Operator
1	1	Technician
1	0	Welder
0	1	X-Ray Technician
		NON-TECHNICAL CHOICES
0	1	Anything
1	1	Armed Forces
0	1	Box Boy
0	1	Bus Boy
3	2	Cook
4	3	Construction Worker
0	1	Dressmaker

B	A	NON-TECHNICAL CHOICES (Continued)
1	0	Dishwasher
0	1	Drug Store Clerk
1	0	Factory Worker
6	1	Housewife
2	1	Lumberjack
1	0	Model
0	1	Painter
4	2	Race Car Driver
2	1	Rancher
8	5	Salesman
2	0	Telephone Lineman
1	2	Telephone Operator
1	0	Tire-Worker
1	1	Tractor Driver
5	6	Truck Driver
0	1	Waiter
1	0	Waitress

TOTALS: 41 23 ------------- PROFESSIONAL CHOICES

75 65 ------------- TECHNICAL CHOICES

49 32 ------------- NON-TECHNICAL CHOICES

It may be noted that there was a 44% drop (from 41 to 23) in the professional area during the six weeks. This may illustrate success in urging realistic vocational goals.

Fewer choices were made in the non-technical areas after the six weeks (49 before as compared to 32 after). This drop of 29% may indicate that more value will be placed in jobs requiring not only high school but some additional training beyond high school.

The choices made in the technical areas seemed rather stable. The decrease (75 to 65) can be accounted for in the smaller number of people completing this instrument after the summer session (before 53, after 47) and also the tendency for students to indicate less than three choices on the second administration. It was observed on the second administration that choices were more specific and better defined than they were on the first administration.

In all, 83 occupations were listed and 285 choices divided between them. It was significant that dropouts chose teaching and probation officers more than any other professional occupation. This would seem an effort on their part to make a contribution to students like themselves and rather opposes the idea that they as a group reject education and law enforcement.

The most popular technical choices were airline stewardess, beautician, business management, carpenter, commercial artist, electrician, interior decorator, mechanic, nurse, and secretary-typist.

The most popular non-technical choices were construction worker, housewife, race car driver, salesman, and truck driver. Of the non-technical choices, these appear the most lucrative or exciting.

With 78.5% of all choices in the technical and non-technical areas, it would seem that the students in the summer session were aware of their own vocational limitations.

(I) Job Education Check List

Table 11:

A SUMMARY OF STUDENT EVALUATION OF NEEDS IN SELECTED JOB EDUCATION AREAS

N=49 Before N=51 After	BEFORE		AFTER	
	#	%	#	%
1. Do you have a real willingness and desire to learn new skills and new ways of doing things?	1	2	2	4
2. Are you neat in your personal appearance and work habits?	3	6	8	16
3. Are you punctual?	10	20	15	30
4. Can you apply yourself to a job without being easily bored or distracted?	10	20	8	16

(Continued)	BEFORE		AFTER	
	#	%	#	%
5. Can you adapt yourself to new and unexpected situations easily?	10	20	7	14
6. Can you work under pressure when necessary without becoming nervous and upset?	18	36	13	26
7. Do you have confidence in your abilities?	8	16	10	20
8. Are you emotionally stable, capable of taking things in your stride?	8	16	6	12
9. Have you enough initiative to be able to work on your own?	4	8	4	8
10. Are you job plans in keeping with your own capacities and the opportunities employers have to offer?	7	14	5	10
11. Do you have a sense of duty and responsibility?	3	6	3	6
12. Are you reliable? Can you be depended upon to do a job satisfactorily?	1	2	2	4
13. Can you gain the friendship and respect of fellow students?	3	6	6	12
14. Can you cooperate withfellow students:	2	4	1	2
15. Can you cooperate with supervisors and teachers?	3	6	3	6
16. All responded yes, no need for improvement.	13	26	16	32

Drastic changes in self evaluation during the summer session is not apparent in the results of the Job Education Work Sheet. The most notable increases in expressed needs were in the areas of neatness (2), punctuality (3), and the desirability of gaining the friendship and respect of fellow students (13). These increases might be due to the increased awareness of these areas because of the noticeable increase in neatness, punctuality, and friendship among the student body during the summer session.

The most noticeable decreases in expressed needs were in the areas of being able to work under pressure (6), emotional stability (8), and the adaptability to new situations (5). It would be hoped that these decreases would in part be due to group and individual counseling sessions in these areas.

One-fourth (26%) of the students indicated no need for improvement in the pre test. One-third (32%) indicated no need for improvement in the post test. These results may indicate an increase in self sufficiency or perhaps a reluctance or fear to make an honest self evaluation.

(J) Self-Evaluation Work Sheet

Of all the instruments administered, the Self-Evaluation Work Sheet gave the counselors and teachers the greatest insight into the students' concepts of their own personality.

Table 12:

A COMPLETE LISTING OF STATEMENTS QUOTED AS STUDENTS LISTED THEIR OWN STRENGTHS AND WEAKNESSES IN PERSONALITY BEFORE THE SIX WEEK SESSION

#	STRENGTHS	#	WEAKNESSES
5	"Getting along with people"	3	"I've got a temper"
2	"Easy going"	3	"When I first meet people, I don't talk to them easily
2	"I'm friendly"	1	"Over excitable"
2	"I'm always on time"	1	"Too easy going"
1	"Talkative"	1	"Lack of self confidence"
1	"I like to help other people"	1	"Appearance"
1	"I smile"	1	"I hurt people's feelings without knowing it"
1	"I think that love is a state of mind and therefore you can't get hurt"	1	"I worry about whether people like me or not"
1	"I can listen well"	1	"I trust everyone"
1	"I laugh easily"	1	"I can't keep my nose out of other people's business
1	"I'm neat"		

#	STRENGTHS	#	WEAKNESSES
1	"I can take jokes on me"	1	"I talk too much"
1	"I'm absolutely honest"	1	"I stay home too much"
1	"I'm helpful"	1	"I cry a lot"
1	"I keep my friends"	1	"I go into a shell to hide my feelings"
1	"I'm kind"	1	"I take things too seriously"
1	"I'm well mannered"	1	"I don't really listen at times"
1	"I look up to adults"	1	"Bad work habits"
1	"I believe in myself"	1	"Unable to concentrate"
1	"I dress well"	1	"I get upset easily"
1	"I have good manners"	1	"I'm too sincere and get hurt easily"
1	"I like to be around people"	1	"I'm shy"
1	"A positive attitude"	1	"I'm not proud of myself because I've not done a damn thing in life yet"
		1	"I'm snotty to those I don't like"
		1	"I'm loud"
		1	"I'm touchy with parents"
30	TOTAL STRONG RESPONSES	29	TOTAL WEAK RESPONSES

Table 13:

A COMPLETE LISTING OF STATEMENTS QUOTED AS STUDENTS LISTED THEIR OWN STRENGTHS AND WEAKNESSES IN PERSONALITY AFTER THE SIX WEEK SESSION

#	STRENGTHS	#	WEAKNESSES
7	"I meet new people easily"	3	"I don't make friends easily"
6	"I can get along with others"	3	"I get mad easily"
2	"I'm friendly and helpful"	3	"I'm shy and embarrass easily"
2	"I enjoy people"	2	"Difficult to talk to people"
1	"I am polite"	2	"I'm moody"
1	"I am not selfish"	2	"If I don't like someone they will know"
1	"I'm cheerful most of the time"	2	"I'm too quiet"
1	"Leadership qualities"	2	"A bad temper"
1	"Easy going"	1	"I talk too much"
1	"Conservative"	1	"I wear on people"
1	"I have ambition"	1	"I get upset if people talk about me"

#	STRENGTHS	#	WEAKNESSES
1	"I finish a job"	1	"I will not change my opinion"
1	"Not a mixer"	1	"I don't like to have lots of people around"
1	"I'm able to think"	1	"I can't just walk away - I fight"
1	"I obey adults and trust what they say"	1	"I yell when I'm upset"
1	"I'm always truthful"	1	"I can't take criticism"
1	"I can talk to people easily"	1	"I'm insecure, too sensitive and self conscious"
1	"I'm neat"	1	"I worry too much"
1	"I like to have fun"	1	"Lack of power of positive thinking"
1	"I laugh with people not at people"	1	"I don't like to work in one place"
1	"I like to help people, small animals, and children"	1	"Uncommunicative"
		1	"I'm scared to ask for things"
		1	"I don't push myself forward"
		1	"I'm lazy and irresponsible"
		1	"I'm not very friendly"
		1	"I can't stand to be pushed into anything"
34	TOTAL STRONG RESPONSES	38	TOTAL WEAK RESPONSES

It can be seen by observation how valuable the Self Evaluation Work Sheet was as a counseling tool.

It would appear that the students in the summer school were more aware and concerned about their weaknesses. Note the additional detail they used in explaining their weaknesses; their strengths were listed as words or the shortest of phrases.

After the six week session, the students were either more able to write their strength and weaknesses or they had more trust in the counselors for the total responses and quality of responses are better. Perhaps counseling sessions in the areas of personality development gave them an increased awareness of desirable and undesirable personality traits.

(K) Study Activities Check List

The Study Activities Check List was used as a group counseling tool. The counselors and teachers became increasingly aware of the need for help in the area of work habits. Whether due to the use of this instrument or because of daily emphasis on work habits as related to school and vocational success, the student body did make noticeable improvement in work habits, daily preparation, and bringing materials to class.

Evaluation of Tests Administered

(1) The Henman-Nelson

(a) The Henman Nelson did serve well. We established the mean IQ for our population as 91.5.
(b) It was an aid in grouping for instruction.
(c) We were disappointed in not finding a significant difference in mean due to instruction. Those who believe in a constant IQ, however, will be content.
(d) This single score, obtained with a minimum of time, effort, and expense, did help in educational and vocational counseling.

(2) The Nelson Reading Test

(a) The pre test did establish basic vocabulary and comprehension scores that were useful in grouping. The grouping seemed effective and changes in grouping occurred because of personalities and activities, not because the test did not screen appropriately.
(b) The mean reading score for our sample was found to be 7.7 (grade equivalent).
(c) An improvement in mean reading grade placement, although realized was not significant. This was a disappointment but probably no fault of the test.
(d) The test did not discriminate well above the 10th grade. Grade equivalents are not appropriate at the high school level. In spite of this objection, I know of no superior instrument.

(3) The Jastak Wide Range Achievement Test

(a) The test is somewhat difficult to administer.

It is a much better individual instrument than a group instrument. Completely different than the Nelson Reading Test, it did serve as a check on the Nelson scores.

(b) The arithmetic section was especially helpful as a diagnostic tool. We were all gratified to see significant improvement in the area of arithmetic.

(c) The instrument also successfully assessed significant improvement in the areas of spelling and reading.

(d) This test was the only measure of spelling and arithmetic that we obtained.

(4) The General Aptitude Test Battery

(a) No instrument at the present time can compare with the GATB for purposes of vocational counseling. Since the counseling must be done by California Department of Employment counselors, the immediate use for the summer was limited.

(b) The test itself and the subsequent counseling was not popular with the students. The value of the experience cannot be evaluated objectively. Three hours of testing time could be saved by eliminating this instrument.

(c) The test results as supplied by the California Department of Employment are very detailed and complete. How to use them ethically and profitably needs to be investigated.

(5) The Personal Values Check List proved to be especially valuable. As a counseling tool, it proved its worth many times over.

(6) The I Want List did provide a good tool for both personal and vocational counseling. Slight changes in format will improve the instrument.

(7) The Job Education Check List was a good tool, especially in group counseling. Perhaps it could be eliminated because many of the problem areas are areas that would be discussed even if the needs were not needs expressed on the instrument.

(8) The Self Evaluation Work Sheet is not a strong instrument. It found its widest application in the

area of personality assessment. A stronger personality instrument might well be included in future testing programs.

(9) The Study Activities Check List was as useful as any other similar study improvement tool. It served its purpose well.

(10) The individual tests administered were a valuable aid to teachers and counselors. They provide much information not possible in any group test; the more individual tests that could be given, the better the testing program.

PSYCHOLOGICAL TESTING
1965 Summer Program

Planning for the second summer guidance school for dropout recovery began early in 1965. The research findings of the 1964 school indicated that these students were not any different than any other students who dropped out of school and then later returned without the experience of the guidance school. It was time to take a look at the basic research model and determine the directions for further exploration. Was our basic research design appropriate? After careful study of the instruments used in the 1964 program, we asked ourselves these questions. What are we attempting to measure? What are we using to measure these factors? What are the goals of the school? Did we achieve these goals? Are there factors involved in a dropout recovery program that were not included in planning that need to be? What did we learn last year that has implications for this year? Are there relationships between the variables of temperament, achievement, creativity, life goals, and intelligence that have implications for curriculum and guidance?

Observation indicated that change did take place in the six weeks and with each individual, the degree of change varied. The question appeared to be in the area of measurement and the instruments used. What are we trying to measure and would these instruments measure these variables? There are instruments available today that offer a challenge to good research. It is through the selection of appropriate measurement tools that one can gain ideas for the improvement of existing approaches to guidance and curriculum. Instruments were selected that would best measure the factors or components of the research design.

The research model was designed to answer these questions:

(1) How did the students in the 1965 summer school differ from those in the 1964?

(2) How did the two summer school groups (1964 and 1965) compare on intelligence (verbal) and achievement in reading and arithmetic?

(3) Was there a difference in the amount of gain in arithmetic and reading during the summer school for 1964 and 1965 samples?

(4) How did the 1965 group compare on language and non-language ability (I.Q.)?

(5) Can non-language ability be increased through specific curriculum materials such as Creative Analysis?

(6) How do dropout students rank on temperament variables in comparison with norm groups?

(7) How effective is the individual student in judging his own temperament? How does he perceive himself?

(8) Are there personality factors which make successful school experiences difficult?

(9) What is the functional level of anxiety of dropout students? How does this compare with students who are not dropouts?

(10) Are there significant differences between boys and girls in levels of achievement, intelligence, creativity, temperament, and life goals?

(11) What do dropouts consider important in their need structure?

(12) Have these students achieved the expected developmental level in their need structure?

(13) How do dropouts score on creativity tests?

(14) Do they score higher on flexibility than fluency?

(15) Do depressed reading scores affect transformations

and redefinitions as well as fluency and flexibility?

(16) Will the non-conformity in behavior and thinking be reflected in originality scores?

(17) What kind of a relationship will exist between convergent production, ability, and intelligence (IQ)?

(18) What will be the relationship between convergent production, cognition, and divergent production?

(19) What effect do the innovations in curriculum have on learning?

(20) How effective is the reading program?

(21) Does the enactment of plays written on the vocabulary level of the student improve reading vocabulary of the students?

(22) How effective is the SRA Mathematics Kit with dropouts?

(23) What areas should have priority in guidance planning?

(24) Where can guidance and counseling be most effective with dropouts?

(25) What theoretical approaches to counseling are most effective with these students?

(26) What recommendations can be made for other summer guidance schools?

(27) What are the implications for the regular high school program?

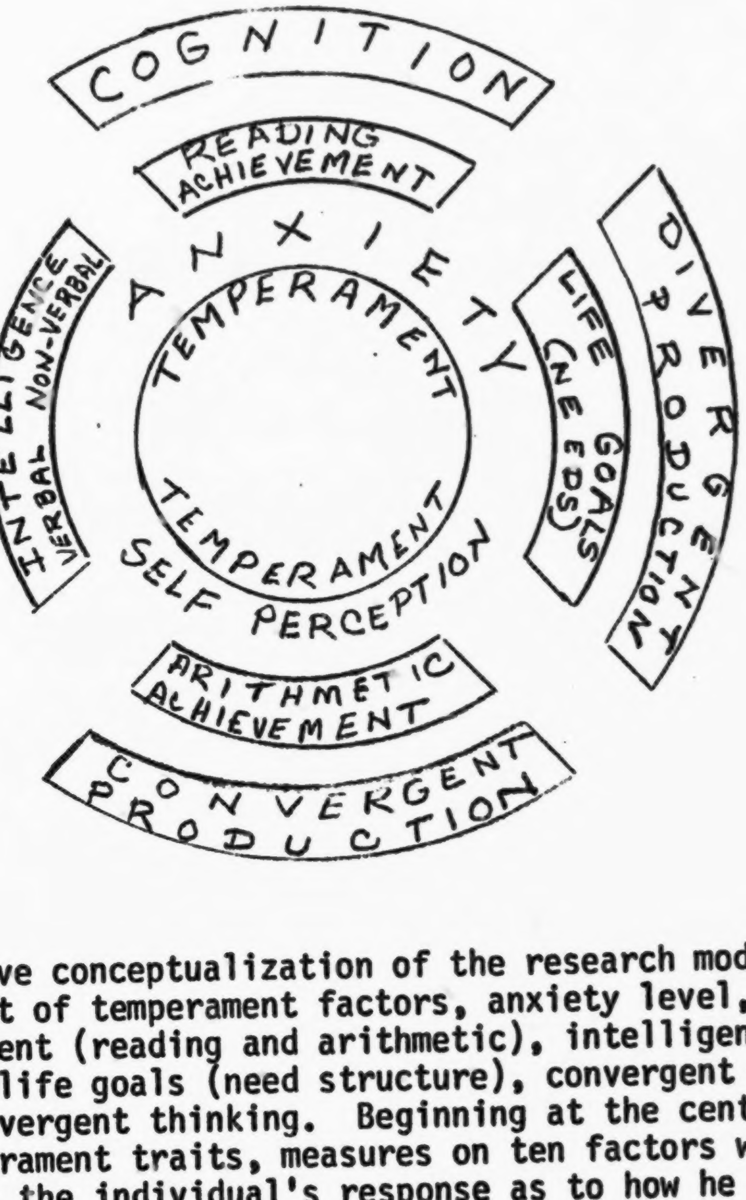
(28) What can be gained from a strong measurement and evaluation program?

(29) What is the effect of the daily flexible scheduling on the total program?

(30) Can dropouts be identified while they are still in school?

It was expected that some of the questions would not be answered or at best only partially answered. It was also believed that other questions would rise during the program that had not been discussed prior to the establishment of summer school. Thus the research model did not include all the items, but rather attempted to present a unified approach to the study of dropouts.

The Research Design


COGNITION
READING ACHIEVEMENT
ANXIETY
TEMPERAMENT
INTELLIGENCE
VERBAL NON-VERBAL
LIFE GOALS (NEEDS)
DIVERGENT PRODUCTION
TEMPERAMENT
SELF PERCEPTION
ARITHMETIC ACHIEVEMENT
CONVERGENT PRODUCTION

The above conceptualization of the research model involved measurement of temperament factors, anxiety level, self perception, achievement (reading and arithmetic), intelligence (verbal and non-verbal), life goals (need structure), convergent thinking, cognition, and divergent thinking. Beginning at the center of the design with temperament traits, measures on ten factors were obtained as well as the individual's response as to how he perceived himself on each factor. It appeared that a measure of self perception or the degree of identity-diffusion would be meaningful for counseling. When the human organism comes into contact with the environment on a functional level, anxiety enters the picture. It may exercise considerable influence on achievement, intelligence, or the satisfaction of individual needs. Certain intellectual processes are also involved in achievement. For example, cognition is probably essential to reading achievement and likewise, convergent production for arithmetic achievement. It appears that divergent production may depend upon the maturational level of the need structure or at least the satisfaction of certain basic needs before creative thinking becomes operational. Sex and age were build into the statistical analysis.

Hypotheses: The following research hypotheses were investigated:

(1) Dropouts differ in temperament traits as they will score low in General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, and Personal Relations.

(2) Girls will score higher on Femininity traits than the boys will on Masculinity traits.

(3) Both boys and girls would rate themselves considerably higher on the traits of General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations, Masculinity, Femininity, than they would actually score (on the GZT).

(4) Dropouts operate with a higher level of anxiety than the populations' norms.

(5) Identity-diffusion on Self Perception will show change in this guidance-oriented program.

(6) Dropouts will have a higher non-verbal intelligence than verbal intelligence.

(7) Non-verbal intelligence can be increased through the use of Creative Analysis.

(8) Reading achievement (grade level) can be increased through a strong reading program.

(9) Arithmetic achievement (grade level) can be raised with the use of the SRA Math Kit.

(10) Boys will show greater improvement in reading than the girls.

(11) Both sexes will score lower than norm groups on tests of Cognition because of their reading scores.

(12) Both sexes will score higher on Convergent Production than Cognition.

(13) Dropouts will score lower on fluency tests than on flexibility and lowest on originality in the area of divergent thinking.

(14) Dropouts have not entered the area of Creative Expansion of need structure, but have tended to be arrested at the Basic Need and Self Limiting Adaptation level.

(15) Significant relationships will be found between these personality traits of dropouts:

General Activity and Ascendance
General Activity and Sociability
General Activity and Objectivity
Restraint and Friendliness
Restraint and Thoughtfulness
Ascendance and Sociability
Ascendance and Thoughtfulness
Sociability and Objectivity
Sociability and Thoughtfulness
Emotional Stability and Objectivity
Objectivity and Friendliness
Objectivity and Personal Relations
Friendliness and Personal Relations
Thoughtfulness and Personal Relations

(16) Temperament traits of dropouts have no relationship to intelligence - verbal or non-verbal.

(17) Cognitive functioning and improvement of reading level will be reflected in the temperament trait of Friendliness.

(18) Emotional Stability has an important relationship with Arithmetic achievement and convergent thinking.

(19) Emotional instability and the lack of Objectivity in the dropouts would decrease caution, causing them to reject limitations.

(20) A lack of Thoughtfulness in personality traits would inhibit self-development.

(21) The lack of Sociability may result in original responses or divergent thinking (originality).

(22) Dropouts are expected to make low scores on Divergent Thinking tests.

(23) Divergent Thinking ability and Cognitive thinking ability will show a significant relationship as dropouts should score low in both areas.

(24) Dropout students have very low expectations for Self-Development with unproductivity as the result.

(25) Love and Family are not of great importance to the dropout.

(26) The dropout will indicate a characteristic personality pattern in terms of goal setting.

(27) Boys in the sample will score higher than girls in Divergent Thinking.

Sample: Ninety-six students initially enrolled in the 1965 summer guidance school, but the sample used in the study included only the eighty-two students who remained throughout the six weeks session. There were twenty-two girls and sixty boys to whom the test instruments were administered. The mean age for the group was seventeen years. The boys ranged in age from fourteen years - nine months to eighteen years - six months, with a mean age of seventeen years - one month. The mean age of the girls was sixteen years - eleven months with a range of fifteen years - four months to eighteen years - eight months. There was no significant difference between the mean ages of the boys and girls.

All students had reached the ninth grade or above before they were considered potential dropouts or did drop out of high school. These eighty-two students came from the school districts of Orange County and had been referred to the county office by counselors and administrators. Each student was interviewed after he had replied that he was interested in attending the school and had completed the necessary application forms. Those students who appeared to be able to profit from the experience were offered a contract for the six weeks session which not only required their signature, but also their parents.

Selection of Instruments:

Temperament: The Guilford-Zimmerman Temperament Survey was selected since it is a coverage of traits proven to have the greatest utility and uniqueness. It is possible to obtain a comprehensive picture of personalities with this ten factor test. Each factor has been identified by factor-analysis procedures as a unique trait. The administration and scoring is facilitated by the use of one test book and two answer scoring stencils for the IBM scoring sheet. Most students finish the test within sixty minutes. The groups that were used in obtaining the norm data included high school students and their parents and college and junior college students.

These are the traits that are measured by the Guilford-Zimmerman Temperament Survey.

(1) General Activity - energy, vitality, efficienty, enthusiasm, liveliness, activity, and has the general effect of intensification or exaggeration of the appearance of the other factors.

(2) Restraint - serious mindedness, deliberate, persistent effort, self-control. Opposite of happy-go-lucky, carefree, impulsive, and excitement loving.

(3) Ascendance - self defense, leadership habits, speaking with individuals and in public, persuading others, being conspicuous, and bluffing. Opposite of submissiveness.

(4) Sociability - having many friends and acquaintances, liking social activities, seeking social contacts, seeking limelight, social participation, out-going.

(5) Emotional Stability - optimism, cheerfulness, evenness of moods, interests, energy, composure, feeling in good health. Opposite of mood fluctuation, pessimism, gloominess, perseveration of ideas and moods, daydreaming, excitability, and feeling of guilt, loneliness, or worry.

(6) Objectivity - opposite of hypersensitiveness, egoism, self-centeredness, suspiciousness, fancying of hostility, and getting into trouble. Being "thick-skinned."

(7) Friendliness - toleration of hostile action, accept-

ance of domination, respect for others. Opposite of belligerence, readiness to fight, hostility, resentment, desire to dominate, resistance to domination, and contempt for others.

(8) Thoughtfulness - reflectiveness, meditativeness, observing of behavior in others, interested in thinking, philosophically inclined, observing of self and mental poise.

(9) Personal Relations - cooperativeness, tolerance of people, faith in social institutions, opposite of hypercriticalness of people, faultfinding habits, criticalness of institutions, suspiciousness of others, and self pity.

(10) Masculinity - interest in masculine activities and vocations, not easily disgusted, hardboiled, resistance to fear, inhibition of emotional expressions, little interest in clothes and style.

Since it is presumed that an individual can wilfully alter his scores, it was believed that an instrument which resulted in as little alteration as possible would be desirable. The Guilford-Zimmerman Temperament Survey allows the respondent to answer with "yes," "no," or "?." If there are more than three "?" responses on a trait, it was considered sufficient evidence to invalidate the score. Consistency within a trait could also be examined by dividing the items into even-numbered and odd-numbered groups or in first-half and second-half groups. These cues quickly allowed the examiner to locate unusual responses to the 300-item survey.

The traits included in this instrument were considered appropriate and helpful in a guidance frame of reference. They were not intended for depth exploration of personality, but rather, an operational level of functioning relevant to the school situation.

After the administration of the Guilford-Zimmerman Temperament Survey, the students were given a Self-Evaluation of Guilford-Zimmerman Temperament Survey and asked to rate themselves on each of the ten factors (General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations, and Masculinity-Femininity) on a continuum of 1 through 7. It was hoped that this would give some idea of how the student perceived himself regardless of how he answered the formal GZT Survey.

Anxiety: The Bendig Short Form Manifest Anxiety Scale (Pittsburg Revision) was selected as a necessary measure after the writer had studied the cumulative records of the students and concluded that these young people probably had a higher operational level of anxiety than many students and consequently had more problems in functioning in the school situation. It was also hypothesized that an awareness of the anxiety level of the student and an attempt to work with it may result in a decrease in the level of anxiety. It is recognized that a certain amount of anxiety is essential to successful functioning in any activity. This instrument does not have a lie factor, consequently, the response depends upon the honesty of the respondent. Bendig selected twenty items from the Taylor Manifest Anxiety Scale which discriminated high and low anxiety at the .05 level for this instrument. The reliability estimates were similar (.78) (.76) and the correlation between the Pittsburg Revision and the Taylor Manifest Anxiety Scale was .93. The raw scores could be reported in stanines which would assist in interpretation with counselors and the students. Research on the instrument indicated that the twenty-item MAS will predict and identify subjects showing the clinical behaviors defining manifest anxiety. There appeared to be an absence of sex difference in the research samples.

It appeared to the writer from years of observation of adolescents that anxiety is deeply woven into the pattern of overt responses and perhaps a major factor in much of his behavior. It was thus believed that a measure of anxiety could be useful in prediction and control of students in groups. It was hypothesized that this score might be a better method of group division than reading or intelligence scores or many other arbitrary methods of dividing the total group into smaller divisions.

Self Perception: An experimental instrument designed by Winters to attempt to ascertain the degree of identity-diffusion of the individual was administered. It was believed that this might be useful to counseling sessions on identity counseling. Observation of the 1965 group and many other students who had dropped from secondary schools indicated that these students may not have achieved sufficient identity to function in the usual school situation. It was hoped that a pre test and post test would give some idea of the effectiveness of counseling in this area, although it was recognized that five weeks is an insufficient length of time to do an effective job, but without any idea of what could be accomplished in this period of time, it was a challenge that could not be overlooked.

Intelligence - Verbal and Non-Verbal:

The Henmon-Nelson Tests of Mental Ability was used to determine verbal ability (I.Q.) as this instrument was used with the 1964 summer school group and it was believed essential that there be some areas of direct comparison between the two summer schools. This test is designed to measure those aspects of mental ability which are important for success in academic work and in similar endeavors outside the classroom according to its authors. Scores can be reported in percentile equivalents, grade equivalents, and I.Q.'s. Since this instrument is widely used in schools, the results could also be compared with the regular summer school program if so desired. Since some of the instruments used in this study are based on factor analysis, it was believed that there should be some measures which definitely have overlap as a basis for comparison. The Henmon-Nelson is one of the better short (30 minutes to administer) tests which provides a verbal I.Q. score.

Non-verbal: After reviewing the curriculum material that was to be used in the Study Skills classes, it seemed imperative that an instrument be used to measure pre and post levels of non-verbals achievement through the use of Upton's Creative Analysis. The SRA Non-Verbal Form (AH) was selected for the two testing sessions. The items in this form test the ability of the student to reason out differences in pictures objects. No reading is required. Research has shown that recognition of differences is basic to learning aptitude. A review of the literature on dropouts emphasizes the reading difficulties apparently prevalent among this group. It was hypothesized that a non-verbal test would be helpful to determine the ability that could be used by the student in forms of learning other than verbal. As this is not an instrument ordinarily used in most schools, it would probably be new to the students. It is an easy instrument to administer, score and interpret since it is printed in a self-scoring form that requires ten minutes to administer and the raw scores are easily converted into percentile, quotient, or stanine rank.

Achievement - Reading:

The Nelson Silent Reading Test was selected at the request of the reading specialist. It had also been used in the 1964 guidance school and would be another basis of comparison. He relied on it as a diagnostic instrument for determining individual reading difficulties. The test consists of one hundred word vocabulary test and twenty-five paragraphs followed by three questions concerning the content of the paragraphs. The paragraph test measures the ability to understand the general significance of a paragraph, the ability to note details, and the ability to predict the probably outcome. Thus, the reading teacher is provided with an indication of the individual student's weaknesses and strengths in reading. Items in the vocabulary test are taken from Thorndike Word Book and Horn's Basic Writing Vocabulary. Correlation with other reading tests (Stanford Achievement and Gates Silent Reading Test) ranged from .80 to .83 on validity and .87 on coefficient of reliability to .89. Norms were based on approximately 41,000 cases. Reading Age Equivalent and Grade Equivalent are available from the raw scores.

The California Achievement Test - Reading Test was also administered to the 1965 group. It has been revised and kept up-to-date; (the Nelson Silent Reading has not). Since the three levels are available, it was believed that students who were deficient in reading would not feel as defeated if they were given an instrument that would allow them to experience some degree of success. The improved format of this instrument over the Nelson also offered a chance of more accurate scores. The Reading Test is divided into two subtests: reading comprehension and reading vocabulary. The vocabulary consists of items from principal areas of school curriculum (mathematics, science, and social science). The reading comprehension is diagnostic as the analysis will reveal strengths and weaknesses in several general areas: following specific instructions, finding sources and doing reference work, comprehending factual information, and making proper inferences and drawing valid conclusions from materials read.

There appeared to be an overlap between the Nelson Silent Reading and the California Achievement Test, but the writer was concerned over the use of an instrument which had not been revised and which appeared to be inadequate in many ways. Believing it to be essential to have certain areas of continuity between the 1964 and 1965 summer guidance schools (reading is such an area), it was decided to use both instruments and attempt to evaluate the two on the basis of the findings with the 1965 group.

Since the measurement of reading achievement involves verbal comprehension and general reasoning, the two instruments (Nelson Silent Reading Test and California Achievement Test - Reading) would be classified as tests of cognition. As they have not been factor-analyzed, no attempt will be made to separate this data on the basis of cognition. It should be noted, however, that Guilford's Structure of Intellect theory is interwoven in this research design. It would appear to be appropriate to define cognition at this time as it will appear in the implications and recommendations. Cognition is an operation that the organism does with the raw materials of information. It involves discovery, awareness, rediscovery, or recognition of information in various forms, comprehension, and understanding. Three kinds of material or content (figural, symbolic, and semantic) are involved in cognition. Symbolic content specifically refers to reading since it is composed of letters, digits, and other conventional signs as well as semantic content which includes verbal meanings or verbal ideas. When the cognitive operation is applied to symbolic or semantic content, six general kinds of products are involved: units, classes, relations, systems, transformations, and implications. Thus, it can be seen that the two reading tests used would be classified as tests of cognition.

Achievement - Arithmetic:

The Jastak Wide Range Achievement Test was used in pre and post testing as a measure of arithmetic ability. Since this instrument was administered in 1964 also, as the only measure of written computational ability, it appeared advisable to repeat the use of this test in 1965 as a basis of comparison, especially since there were several innovations in curriculum this year. The use of the SRA Math Kit which allowed each student to progress at his own speed made it necessary to have a pre and post testing to determine the value of this curricular approach to mathematics.

The test contains seventy-nine computational problems arranged in approximate order of difficulty from grade 1.8 to grade 18.0. The norms were established to conform with the grade norms of the New Stanford Arithmetic Computation Tests. Reliability coefficient was .90 (120 cases). This instrument may also be used in a diagnostic capacity as well as an indicator of certain personality characteristics.

Convergent Production: Numerical operations have been identified by Guilford as a measure of convergent production expressing symbolic implications. The Wide Range Achievement Test - Arithmetic has not been factor analyzed, but contains many of the same type of problems as the Guilford-Zimmerman Aptitude Survey subtest Numerical Operations. It appeared desirable to include several other types of convergent thinking instruments in the testing program, so Hidden Figures, Gestalt Tranformation, and Camouflaged Words were included in the Guilford battery of tests.

Convergent thinking is the generation of information from given information, where the emphasis is upon reproducing conventionally accepted or achieving best outcomes. Hidden Figures is a test of figural redefinition which requires flexibility of closure or freedom from "functional fixedness," a form of rigidity. In this test, the same lines that function in specific ways in a complex figure must be given new functions as they become parts of new figures. *Gestalt Transformation* is semantic redefinition requiring transformations. To solve these problems, it is necessary to change the meaning of an object or part of an object in order to adapt it to some new use. *Camouflaged Words* is a test for measuring symbolic redefinition requiring transformation. In each sentence is concealed the name of a game or sport. In order to find them, familiar words must be broken down and the letters regrouped.

Although most creative abilities are in the area of divergent thinking, Guilford places redefinition (which is classified in the convergent thinking abilities) as one of the creative thinking abilities. In his *Structure of Intellect*, the redefinition is in the row for which the kind of product is that of transformation. Considerable creative effort is in the form of the transformation of something known knto something else previously unknown. Thus, the three tests of *Hidden Figures*, *Gestalt Transformation*, and *Camouflaged Words*, although properly classified as convergent production, are also included as part of the creativity battery.

It was believed that working with the book *Creative Analysis* would provide insight into the approaches to use to solve problems of a creative nature. The Creativity Battery would allow the students to put into practice that which they had been studying in classification, qualificiation, signs, symbols, ambiguity, analysis, analogies, definition, and problem solving. Since these tests were new to the students and they had had no previous introduction to this type of instrument, it was hoped that they would be able to approach it with less of the built-in "failure bias" inherent in all traditional testing with the dropout students.

Goals: The *Life Goals Inventory* is an instrument for the study of what people profess to want or expect to get from life, what they want more than anything else, and what they do not care about at all. It was believed that some of the basic features of an individual's orientation would be revealed. Buhler hypothesized "Four Basic Tendencies of Life": *Need Satisfaction*, *Self-Limiting Adaptation*, *Creative Expansion*, and *Upholding the Internal Order*, with the end goal of *Fulfillment* (the experiences of having succeeded in an adequate realization of those values of life toward which the individual was striving self-determinedly). Buhler and Coleman assumed that a person is at all times motivated in all four directions; individuals vary in the degree to which one or the other tendency predominates; and that the infant is predominantly need-satisfying; the older child increasingly accepts self-limiting adaptation; and the adolescent and adult become creatively expansive. It was believed that an understanding of what dropouts considered to be important values and goals would be helpful in the counseling and guidance program and provide further insight into the behavioral structure of these students. It was recognized that there would be distortions due to self-deception and the tendency to conform to the "expected" answer, but this instrument appeared to have less threatening statements and allowed an adolescent to be more honest in his response than others that were under consideration. The theoretical basis for the instrument was well develeoped and a considerable amount of time and study went into the construction of the instrument. It appeared unlikely that the students would have had an opportunity to be familiar with the test.

Need Satisfaction included the necessities of life, pleasure, affection and family, and love satisfaction. Self Limiting Adaptation involved acceptance of limitations, caution, submissiveness, and avoidance of hardships. Creative Expansion is self-development, leader, fame, power, role in public life, and Upholding the Internal Order contained moral values, social values and having success. The findings from the questionnaire can be plotted on the student's goal profile in terms of the above areas. This provides the counselor and psychologist with the means of seeing personality in terms of the individual's goal structure.

Divergent Production: Creativity is an area of measurement that has received considerable attention in the last fifteen years. Toynbee emphasized the importance of divergent thinking in his statement, "To give a fair chance to potential creativity is a matter of life and death for any society." A dropout recovery program also has real value, not only to the individual, but to society as a whole. Writers have generally recognized that creation is a disturbing force in society because it is a constructive one. Dropouts are also recognized as a disturbing force in society. Could their efforts be channeled in a constructive direction or have they been so conditioned to failure that the creative potential inherent in every individual has been destroyed? It was felt that this area should be explored and an attempt to measure the divergent thinking abilities was incorporated into the research design.

Seven instruments on divergent production were selected to form the creativity battery: Simile Insertion, Possible Jobs, Word Fluency, Associational Fluency, Alternate Uses, Plot Titles, and Consequences. These tests had been used previously with various samples including military personnel, college honors students, selected groups of college freshmen, and ninth graders. no attempt had been made to determine what these students in a dropout recovery program could do in the area of creative thinking on factors of fluency, flexibility, originality, redefinition, transformation, and sensitivity to problems.

Simile Insertion is a test of associational fluency or the ability to list words that bear some relation to a given word.

Associational Fluency, also, is the ability to produce a variety of meaningful "correlates" or units of information that complete a relationship, when a relation and another unit are given. Both instruments are semantic in content (in the form of verbal meanings or ideas) and the product involved is relations.

Possible Jobs is the third instrument that measures in the same area of divergent production, associational fluency, semantic, and relations.

Word Fluency is an instrument to test the ability to think of words rapidly, each word satisfying the same letter requirement or requirements, such as containing a stated letter or syllable or containing two given letters.

Plot Titles - Obvious, Consequences - Obvious, and Alternate Uses are tests of ideational fluency. They call for the rapid listing of meaningful words in a specified category or the listing of ideas to meet meaningful requirements. Speed is important and quality unimportant as the score is the total number of acceptable responses.

Alternate Uses is also a measure of spontaneous flexibility, the ability to be spontaneous even when there is no need to be. The difference in definition between ideational fluency and spontaneous flexibility is that the former is the divergent production of units and the latter is the divergent production of classes.

Match Problems is a test of adaptive flexibility and requires the examinee to be flexible or he will not be able to solve the problem. His responses must come from a variety of categories and not just one approach to the solution of the problem. The kind of material or content involved is figural and the products are transformations.

Consequences - Remote, and Plot Titles - Clever are two tests that measure originality, which also may be defined as the divergent production of semantic transformations. This is the production of a variety of changes of interpretation, neither immediate nor obvious, that are appropriate to a general requirement. It is the ability to produce remotely associated, clever, or uncommon responses to specific situations. Transformation implies change, modification, redefinition, or metamorphosis of information.

Although *Hidden Figures, Gestalt Transformation*, and *Camouflaged Words* are classified as convergent thinking, all three instruments require redefinition which can also be a function or a product of creative thinking. From present evidence, it appears that creativity is more than merely divergent production as it includes fluency, flexibility, originality, sensitivity to problems, elaboration (planning), redefinition, and transformation, and perhaps other factors still unidentified.

Data Collection: The above instruments were administered during the regular school hours. Some were administered over the public address system by the psychologist, other tests were given by the teachers and counselors with the help of the counselor-trainees. The pre testing was completed in the first week of school and the post testing in the last week with every attempt made to give as much time as possible for change between the two test periods. Table 1 is a summary of the amount of time required for the various instruments used in the evaluation of the 1965 summer program.

TABLE 1

TEST ADMINISTRATION SCHEDULE

TEST	ADMINISTRATION (Minutes)	SCORING (Minutes)
Guilford-Zimmerman Temperament Survey	60	180
Guilford-Zimmerman Temperament (Self Anal.)	15	80
Anxiety Scale (Bendig)	10	60
Winters Self-Perception	20	320
Henmon-Nelson	30	120
SRA Non-Verbal	10	120
Nelson Silent Reading (Pre and Post)	60	580
California Achievement Test - Reading	80	240
Wide Range Achievement Test - Reading	400	30
Wide Range Achievement Test - Arithmetic	30	180
Life Goals Inventory	45	400
Creativity Battery	145	2100
TOTAL TIME:	905	4410

The amount of time for administration of the instruments was 905 minutes or 15 hours and 8 minutes. This did not include the extra time for distribution and collection of the tests. The time involved in scoring (4410 minutes) was 73 hours and 50 minutes. This did not include the hours that were spent in setting up the data sheets for further data processing and statistical work with the raw scores, nor did it include construction of individual profile sheets.

Scoring Methods Used: The scoring of all instruments was done by hand either with scoring stencils or answer sheets (depending on availability) except for the pre test of the Winter's Self Perception Scale which was machine-scored. The post test of this instrument was hand-scored. Various members of the staff assisted on the scoring.

Other Sources of Data: Data was obtained from the cumulative records and from counselors' reports. A number of individual WAIS tests were given, along with the Bender-Gestalt, Hooper Visual Organization Test, and Draw-A-Person. This data has not been incorporated into this book, but it was used by the counselors and teachers during the summer in working with these students.

Data Analysis: The statistical analysis involved calculation of the means, standard deviations, standard error of the mean, significance of the difference between the means of the boys and the girls. The Pearson product-moment correlation coefficient and level of significance was computed for most of these variables. Part of the data was run at the Health Sciences Computing Facility of the University of California at Los Angeles and the correlation work at the Honeywell 800 Computer Science Laboratory of the University of Southern California. The research findings are stated below, and the conclusions, implications, and recommendations from these findings are noted in a later part of this book.

Research Findings

This study covers the areas of temperament, anxiety, self perception, intelligence (verbal and non-verbal), achievement (reading and arithmetic), cognition, convergent thinking, goals, and divergent thinking (creativity). Research findings on each of the variables and their interrelationships will be discussed in this section.

Temperament: The Guilford-Zimmerman Temperament Survey gave measured on ten factors of temperament: General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations, and Masculinity-

Femininity. Table 2 indicated the means and standard deviations on these factors for the eighty-one students who took the instrument. Table 3 shows the means and standard deviation for 59 boys and Table 4 gives these computations for the 22 girls.

The boys were significantly higher on General Activity (.05 level of significance) than the girls, a comparison of 40th centile rank with 18th centile rank. The girls were characterized by a lack of energy, vitality, and efficienty. Their preference for a slow pace, taking their time, and slowness of action resulted in inefficiency and low production. They appeared to be more mature than the boys in their social behavior which may have influenced the general activity score. On the other hand, the boys exhibited greater energy and vitality, rapid pace of activities, almost an inability to concentrate on any activity for any length of time, and some evidence for simply keeping in motion.

There was no significant difference between the boys and the girls on Restraint as both scored low on this variable (17th and 25th centile rank, respectively). Their past school records indicated a lack of self-control, little persistent effort, and often impulsive behavior. It appears that many of the problems these students met in school could be avoided if their restraint level were increased and they became more serious-minded about their educational experiences. An earlier assumption of responsibility in an appropriate measure might have made them less casual, carefree, and indifferent.

A significant difference between the boys and girls was found on Ascendance (.05 level of confidence). The boys ranked at the 40th centile and the girls at the 20th centile. The girls showed more hesitation to speaking to individuals and in public, were more self-conscious and exhibited greater avoidance of conspicuousness. The boys did more bluffing, were more conspicuous, showed more leadership habits and were more prone to act in self-defense. Observation supported this finding in that the boys were more verbal in class and on the school grounds and exhibited greater social boldness.

No significant difference was found on Sociability between the boys and the girls. Both sexes ranked at the 28th centile. This may explain some of their indifference to school activities and avoidance of social contacts. They did not form close contacts with each other as groups and appeared to have few friends and acquaintances among their peers. As they were somewhat reticent in entering into conversation and discussion with other members of their group, discussions were slow to get started and group counseling was not effective in the beginning weeks, however, it was almost as if they had not had the opportunity for verbal interchange and had to learn how to handle this media of communications.

The boys indicated greater Emotional Stability than the girls (at the .05 level of significance) with the boys ranking at the 28th centile and the girls at the 18th centile. The entire group expressed feelings of loneliness, guilt, and worry, and spent much time in day-dreaming. Their pessimism and gloominess interspersed with excitability showed considerable fluctuation in moods, interests, and energy. There was a lack of evenness of moods, optimism and cheerfulness which was reflected in their application to the learning process on a daily basis.

Both sexes were low on Objectivity ranking at the 18th centile. They were suspicious, hypersensitive, and self-centered which often got them into trouble. They expressed feelings of being surrounded by a hostile world which elicited further hostility from them toward others. It appears that they may be too subjective for effective performance. This lack of objectivity results in increased emotional response to an immediate situation which assists them in getting into trouble.

The girls indicated greater Friendliness than the boys (.05 level of confidence) although the centile rank did not differ to any degree (28 and 20). Both groups showed belligerence, readiness to fight, hostility, resentment, a desire to dominate, and resistance to domination as well as a contempt for others. They had very little toleration of hostile action or acceptance of domination or respect for others. It would appear that their experimental background had conditioned them to this negative response level. From observation, it appeared that these attitudes had been modified by the end of the summer school in many students, but no empirical measurement was made of this.

Neither Thoughtfulness nor Personal Relations indicated a significant sex difference. The girls ranked at the 35th centile and the boys at the 24th centile on Thoughtfulness. These students are not especially philosophically inclined nor interested in thinking or observing themselves which would be expected from their low scores on Objectivity. They score low on mental poise and show mental disconcertedness. They are not particularly reflective or meditative. In Personal Relations, the boys ranked at the 11th centile and the girls at the 20th centile, which supported previous findings of their feelings of suspiciousness of others, criticalness of institutions, self-pity, and hypercriticalness of people.

The girls significantly were higher on feminine traits than the boys were on masculine traits (.01 level of confidence). The girls ranked at the 70th centile and the boys ranked at the 24th centile. This meant that the boys did not express as many of the characteristics of Masculinity as one would expect. Instead, they were emotionally expressive, fearful, sympathetic, easily disgusted, and indicated interests in activities and vocations that were more more feminine than masculine. On the other hand, the girls scored high on Femininity traits of interest in clothes, style, romantic interests, were fearful, sympathetic, easily disgusted, and indicated interest in feminine activities and vocations. This is reasonable since our society is more prone to accept the girl that is not academically inclined to be successful and allow her a place that does not jeopardize her sex identification. The boy, however, is expected to take his role and find success in achievement and at the adolescent stage, this success is mainly in the area of education.

Guilford-Zimmerman Temperament Survey - Self Evaluation:

The students were requested to judge their own temperament traits after reading a paragraph describing the trait in an attempt to determine how clear a picture they have of themselves.

General Activity was described as "People with a lot of G had a great deal of energy and like to do a great many different things and do them rapidly. People with little G prefer to work at a slow and deliberate pace or are easily fatigued." The boys rated themselves at the 21 centile in the comparison with a GZT score of 40 centile. This may indicate that they feel they do not do anything, are not participants in life, and simply do not prefer to work. On the girls' score, both the actual score and the self evaluation were almost identical at 20th centile.

Restraint was described as "People with a lot of R are serious-minded and deliberate. People with little R are happy-go-lucky and more impulsive." The boys' scores were similar (17 centile against 15 centile), but the girls evaluated themselves lower at the 18th centile level against the actual score of 25th centile. The girls appear to be aware of their lack of restraint and perhaps somewhat critical of this trait in their personality. Many of them were aware of the price they had to pay in their lives for this lack of restraint and the things that had happened as a result, it was noted in conferences with them.

Ascendance or "People with a lot of A prefer leadership duties and like to speak in public. People with little A hesitate to speak in public and like to remain less conspicuous," indicated

that both boys and girls rated themselves significantly lower on this trait that their scores indicated. They very definitely did not consider themselves to be leaders nor possess leadership ability. Most of them had never held an office in school or clubs, never felt secure enough to speak before any group, not even their own classmates in a schoolroom. (Boys rated themselves at the 13th centile and scored at the 40th centile and girls evaluated themselves at the 11th centile, although they scored at the 20th centile on the GZT).

Sociability meant "People with a lot of S prefer to have many friends and enjoy social participation. People with little S prefer few friends and acquaintances and dislike social activities." Both boys and girls rated themselves at the 23rd centile on this trait, although they had scored at the 28th centile on the GZT. One may question the dislike for social activities or if it is the lack of success in social experiences which have made them tend to shy away from participation. By the end of the summer, observation indicated a great deal more participation than had been seen in late June when school began.

Emotional Stability meant "People with a lot of E are always optimistic and cheerful. People with little E have a tendency toward worrying and pessimism," was scored and self evaluated almost at the same centile (18) by the girls whioe the boys rated themselves 6 percent lower than they had scored on the test itself. Surface behavior indicated a casual indifference to almost everything they contacted, but under this exterior, the tendency to worry was very strong. Many of them finally expressed a grave concern over what would happen to them and attempted to find some answers in their counseling sessions from other members of the group and the counselor.

Objectivity was described as "People with a lot of O are objective about themselves and not self-centered or overly sensitive. People with little O are self-centered, sensitive to criticism and other's opinions." Boys and girls scored at the 20th centile and rated themselves at the 20th centile. This is an unusual degree of perception. If they see themselves so clearly, it offers possibilities for counseling and guidance and teaching methodology. Educational experiences which provide background for maturation away from the self-centered world are being asked for by these young people.

Friendliness is "People with a lot of F lack fighting tendency and can tolerate hostile actions by others. People with little F have a readiness to fight, tend to resent things and have a desire to dominate." The boys considered themselves to be less

friendly (14th centile) than their scores on the GZT indicated (28th centile), whereas the girls appraised themselves more closely at the 19th centile and scored at the 20th centile. The boys appeared to be aware of their hostility and felt that life demanded that they be willing to fight, that they have a code to live by that demands them to fight back. It may be that in their experimental world, much has happened to cause the conditioned response of resentment towards all things.

Thoughtfulness or "People with a lot of T have a tendency to think about how and why they do things and are observant of behavior in others. People with little T are more interested in doing things." The boys considered themselves to be much less thoughtful (19th centile) than the GZT indicated (35th centile), while the girls ranked themselves at the 18th centile and scored at the 24th centile. It is apparent that these dropout students have often been told or asked to think about why and how they do things and have found no answers that satisfied them, consequently they have moved on the realm of doing things and not thinking about them. It is much of this act without thinking that has caused them many of their individual problems in interpersonal relationships.

Personal Relations means "People with a lot of P get along well with others and understand other people and groups. People with little P have a tendency to be critical of others and are fault-finding." This was the one trait that both the boys and girls rated themselves higher than they actually scored on the GZT. The boys may have felt that they do get along with their own group and understand them (22nd centile) and thus can be critical and faultfinding at the same time (GZT: 11 centile). The girls rated themselves at the 23rd level, but scored only at the 20th centile. One may wonder also if they tend to shy away from the idea of being fault-finding and critical since they have so much in their own lives with which they can find fault.

Masculinity-Femininity was described as "People with a lot of M have an interest in the more typical masculine activities and vocations, are not easily disgusted, and tend to inhibit emotional expressions. People with little M are more interested in the typical feminine activities and vocations, are easily disgusted, more sympathetic, and tend to express emotions." The boys rated themselves even lower than they actually scored on the GZT (21st centile as against 24th centile) on Masculinity. This may indicate considerable questioning of identity and should be supported by some of the other research findings if true. The girls who had scored so high on Femininity (70th centile) rated themselves at the 14th centile. One hypothesis worth considering is that these girls wear the extremes in make-up and clothes because they do not perceive themselves as being feminine and consequently the over-exaggeration of make-up and dress.

The self-evaluation score for the boys on five of the ten factors (Restraint, Sociability, Emotional Stability, Objectivity and Masculinity) was very close to their actual scores on the GZT. The greatest amoung of error was on Ascendance. On all traits but Personal Relations, they rated themselves below their actual scores on the GZT. It would appear that the boys, in general, have a very poor self-concept and do not see strength within themselves for any trait, as they ranked all ten traits in the lowest quartile.

The girls rated themselves rather closely to the GZT centile on seven traits, or all but Restraint, Ascendance, and Femininity. Neither the boys nor the girls evaluated the Ascendance trait close to the GZT-A score. As Ascendance is described on this instrument, it may not be appropriate with dropout terminology and thus these students do not equate public speaking and leadership. Shyness was often observed as these students did not know how to accept attention when it was given to them. They appear never to have learned appropriate responses when their demands for attention were answered by adults or peers. The cool accurate appraisal and recognition of their own emotional instability certainly appears to be reality-oriented. With this degree of self-awareness, counseling has a role that it cannot ignore, both to the student and to society. (Table 5).

There is a possibility of bias in the wording of the descriptive phrases about each trait and the student's understanding of the meaning of the statements. The instrument was used in the research design more as an experimental tool than as an instrument whose worth had been proven. It was believed that it might provide further insight into the nature of the dropout personality.

Guilford-Zimmerman Temperament Survey:

Test score intercorrelations on the Guilford-Zimmerman Temperament Survey for the boys found in Table 5 and for the girls in Table 6. These correlations are high, significant at the .01 level of confidence or better which indicates that these may not be unique factors for dropout students. With the male sample, twenty-four correlations are significant at the .01 level of confidence and seven at the .05 level of significance out of the forty-five correlations. For the girls, eight correlations are significant at the .01 level and seven at the .05 level of confidence. It appears that there is much less scatter in the scores of the two samples than one would have expected, but there are definitely differences between the boys and the girls.

It may be worth consideration that there are other personality factors more basic than these in the personality of the dropout student. Since all scores were depressed except femininity for the girls, it appears that this instrument did not distinguish specific factors or areas but rather a need for further study of the total personality, perhaps with other types of instruments, if one is interested in further study of specific trait factors of personality.

TABLE 2

GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
MALE AND FEMALE COMBINED
N = 81

Test	Mean	Standard Deviation	Standard Error of the Mean
General Activity	15.358	6.842	.760
Restraint	10.852	4.313	.479
Ascendance	13.432	6.012	.668
Sociability	15.716	5.829	.648
Emotional Stability	13.111	5.590	.621
Objectivity	12.222	5.530	.614
Friendliness	9.778	4.840	.538
Thoughtfulness	14.136	5.322	.591
Personal Relations	11.914	4.151	.461
Masculinity-Femininity	15.148	6.277	.698

TABLE 3

GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
MALE
N = 59

Test	Mean	Standard Deviation	Standard Error of the Mean
General Activity	16.576	6.727	.876
Restraint	10.407	4.332	.564
Ascendance	14.492	5.734	.747
Sociability	15.831	6.041	.786
Emotional Stability	13.881	5.408	.704
Objectivity	12.203	5.676	.739
Friendliness	9.000	4.839	.630
Thoughtfulness	13.475	5.207	.678
Personal Relations	11.441	4.207	.548
Masculinity-Femininity	17.407	5.633	.733

TABLE 4

GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
FEMALE
N = 22

Test	Mean	Standard Deviation	Standard Error of the Mean
General Activity	12.091	6.164	1.314
Restraint	12.046	4.123	.879
Ascendance	10.591	5.942	1.267
Sociability	15.409	5.342	1.139
Emotional Stability	11.046	5.669	1.208
Objectivity	12.273	5.239	1.117
Friendliness	11.864	4.280	.912
Thoughtfulness	15.909	5.336	1.138
Personal Relations	13.182	3.800	.810
Masculinity-Femininity	9.091	3.115	.664

TABLE 5

TEST SCORE INTERCORRELATIONS:
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
MALE SUBJECTS
N = 58

	G	R	A	S	E	O	F	T	P	M
G	1.000	.207	.418**	.467**	.470**	.334*	.202	.378**	.265*	.432**
R		1.000	.115	.293*	.171	.114	.458**	.449**	.227	.170
A			1.000	.750**	.362**	.439**	.146	.339**	.291*	.205
S				1.000	.345**	.402**	.220	.348**	.278*	.082
E					1.000	.562**	.471**	-.003	.351**	.329*
O						1.000	.571**	.051	.520**	.362**
F							1.000	.168	.470**	.315*
T								1.000	.338**	.481**
P									1.000	.362**
M										1.000
MEAN	16.569	10.431	14.483	15.793	13.793	12.017	8.810	13.586	11.328	17.379
S.D.	6.785	4.365	5.783	6.086	5.412	5.542	4.655	5.181	4.152	5.678

** .01 Level of significance

* .05 Level of significance

TABLE 6

TEST SCORE INTERCORRELATIONS:
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY WITH GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
FEMALE SUBJECTS
N = 22

	G	R	A	S	E	O	F	T	P	M
G	1.000	.272	.659**	.628**	.379	.445*	-.021	.381	.235	.314
R		1.000	.504*	.330	.273	.359	.278	.721**	.352	-.056
A			1.000	.760**	.158	.263	-.049	.537**	.069	.084
S				1.000	.279	.295	.100	.478*	.226	.244
E					1.000	.662**	.452*	.387	.426*	.248
O						1.000	.715**	.275	.457*	.664*
F							1.000	.212	.420*	.305
T								1.000	.370	-.011
P									1.000	.268
M										1.000
MEAN	12.090	12.045	10.591	15.409	11.045	12.273	11.864	15.909	13.182	9.091
S.D.	6.134	4.123	5.941	5.342	5.669	5.239	4.279	5.335	3.800	3.115

** .01 Level of significance

* .05 Level of significance

Bendig Manifest Anxiety Scale (Pittsburg Revision): The mean raw score for the combined group was 7.171 with a standard deviation of 4.189 and a standard error of .463 for an N of 82. Comparing this to the norm group of 324 (N), the raw score mean was 5.65 with a standard deviation of 3.74. The dropout group showed more anxiety with their mean score falling in stanine 6.

The raw score mean for the boys was 6.583 with a standard deviation of 3.903 and a standard error of the mean of .504, whereas the raw score mean for the girls was 8.773 with a standard deviation of 4.608 and a standard error of the mean of .987. There was a significant difference between the means of the boys and girls with the girls being greater than the boys at the .05 level of confidence.

The girls showed more evidence of clinical behaviors defining manifest anxiety as determined by this instrument than the boys. Although the norm data indicated no significant difference between the sexes, this sample did not agree. Some of the previous research suggests that the Manifest Anxiety Scale contains a core of clinically valid items mixed in with items, that at best, are only weakly related to clinical ratings of manifest anxiety. It was found that grouping utilizes the findings on the Manifest Anxiety Scale and was more effective for a teaching-learning climate than any other criteria attempted (reading, intelligence, overt behavior). This instrument almost predicted those students who would upset the class equilibrium and prevent learning from taking place before they had made any overt movement to do so. It appears that in any group of dropouts, there is a maximum level of anxiety that can be tolerated and perhaps there is a maximum level of anxiety for the best operational level. The value of this instrument cannot be underestimated in working with flexible grouping and flexible scheduling. As a point of reference, the stanine raw score ranges on this instrument are given below.

Stanine	Raw Score
9	14 - 20
8	11 - 13
7	9 - 10
6	6 - 8
5	4 - 5
4	3
3	2
2	1
1	0

Winter's Perception of Self: The mean raw score on the pre test was 164.418 for the sample (74 subjects). The mean raw score for the combined group of boys and girls on the post test was 144.621. At the present time, no norm data has been published as this was an experimental instrument. The purpose of the pre and post test was to measure the effectiveness of identity counseling by the counselors.

The raw score mean for the boys on the pre test was 163.055 which dropped to 135.018 on the post test. This was a significant change in the direction of greater diffusion and less identity. The experiment as it was carried out by the counselors was not successful with the boys as a total group. Observation of techniques and methods used by the counselors appear to indicate the need for further training in this approach to counseling if it were to be successful. At the same time, the raw score mean of the girls on the pre test was 168.10 as compared with the raw score mean on the post test of 170.55, which was not a significant gain, but at least an indication of movement in the identity direction.

Forty-one students showed an increase in scores from the pre test to the post test toward identity and thirty-one students showed a decrease or greater diffusion on the post test. Two students scored the same on the pre test and the post test.

It is questionable that one could expect to see significant change in identity or diffusion in a matter of five weeks in a normal school situation, however, the amount of contact these students had with their counselors gave considerable more opportunity for working with this area of personal counseling. It is interesting to note that the eight females who did decrease in identity did so to a much greater extent than did the males in the same circumstances. Perhaps there are certain personality factors underlying identity that must be explored before effective identity counseling may be accomplished. (Table 7).

It was interesting to note that the verbal intelligence scores for both boys and girls were very similar for the ninth, tenth, and eleventh grades, but the twelfth grade scores were higher by thirteen points for the boys and by only five points for the girls. The significant variation on several of the temperament traits between the boys and girls was apparently not influenced by verbal intelligence except on the traits of Ascendance (.01 level of confidence), and Thoughtfulness (.01 level of confidence), and Masculinity (.05 level of significance) for the boys as the girls showed no significant correlation between the Henmon-Nelson and the Guilford-Zimmerman Temperament Survey. See Table 9 and 10. No significant difference was found between the boys and girls on verbal I.Q.

The 1965 summer guidance school students were similar in verbal ability when the boys were compared with the girls. The ninth, tenth, and eleventh graders ranked in the second quartile or low average group. The twelfth graders, particularly the boys, were slightly above average on I.Q. and ranked in the third quartile whereas the girls were slightly below average. Despite the range of I.Q. scores, the major portion of the group would be classified as average in verbal ability although their high school and junior high records did not always support this in the achievement area.

Non-Verbal Intelligence - S.R.A. Non-Verbal Test: The SRA Non-Verbal Test was administered in a pre test and a post test session. On the pre test, the boys and girls combined had a mean I.Q. of 104.494, a standard deviation of 15.144, and a standard error of 1.683. On the post test, the mean I.Q. had increased to 118.051 with a standard deviation of 15.712 and a standard error of the mean of 1.779. This was a significant gain at or beyond the .01 level of confidence.

The mean I.Q. of the boys on the pre test was 105.305 with a standard deviation of 15.109 and a standard error of the mean of 1.967. On the post test, the mean I.Q. was 118.250 with a standard deviation of 15.272 and a standard error of the mean of 2.041. The gain was significant at the .01 level of confidence.

For the girls the mean I.Q. on the pre test was 102.318 with a standard deviation of 15.373 and a standard error of the mean of 3.276. On the post test, the mean I.Q. of the girls was 117.546, the standard deviation was 17.146, and the standard error of the mean was 3.656. Again the gain was significant at the .01 level of confidence. (Table 10).

It should be noted that the range of scores on the pre test was from an I.Q. of 67 to 135 and on the post test 81 to 146 for the boys. The girls range of scores on I.Q. on the pre test was 70 to 131 and 79 to 145 on the post test. This meant that the total group ranged from dull to gifted on non-verbal intelligence. The increase between the pre test and post test raised the mean I.Q. from the "Normal" group to the "Superior" group. This supported the hypothesis that non-verbal intelligence can be increased through the use of the material in Upton's Creative Analysis.

Correlations were very low between the temperament traits of the Guilford-Zimmerman Temperament Survey and the SRA Non-Verbal pre test and post test for the boys. There appeared to be very little overlap between temperament and non-verbal intelligence, whereas, there had been a significant relationship between verbal intelligence and Ascendance, Thoughtfulness, and Masculinity. (See Table 9). For the girls, a significant correlation was found between General Activity (pre test and post test) and non-verbal intelligence (Table 10) going from a negative correlation (.05 level) to a positive correlation at the .01 level of confidence. The negative relationships were expected since the non-verbal scores were in the opposite direction or high as the GZT scores were low. Temperament appears to have much less influence on non-verbal intelligence than it does on verbal intelligence. Does this mean that these temperament traits are influenced to a greater extent by verbal intelligence? Are there other temperament traits involved in non-verbal levels?

Table 11 shows the relationship between non-verbal and verbal intelligence. The relationship is significant for the boys on the pre test SRA Non-Verbal and the Henmon-Nelson. The boys scored higher in both types of intelligence than the girls.

Achievement - Reading:

The Nelson Silent Reading Test was administered at the beginning of the six weeks and again the last week of school. Table 12 presents a tabular picture of the results. There was a significant gain in all areas at the .01 level of confidence (Vocabulary, Paragraphs, A, B, C, Total Paragraphs, and Total Reading). It should be noted that the students were not reading up to the mean scores for the ninth grade at the beginning of the six weeks and only the girls managed to reach mean scores for the ninth grade at the post testing session on each of the subtest areas.

The girls scored significantly higher on the pre test than the boys (.05 level of confidence). Many research studies support this finding in that girls tend to score higher than boys on tests of reading and that there are more reading problems among boys than among girls.

For the complete group, the reading age equivalent was 13-7 for the pre test and 14-7 for the post test. The boys scored at 13-3 for the pre test and reached 14 years and 5 months on the post test, while the girls began at 14-5 and reached 15 years and 1 month on the post test. The complete sample was at 7.8 grade equivalent at the beginning of summer and reached 8.6 approximately five weeks later. The boys began at 7.5 and reached 8.4 grade equivalent at the end of the session. The girls progressed from 8.4 to 9.1 (grade equivalent) with the reading curriculum given to the students.

TABLE 7

PERCEPTIONS OF SELF

	Combined	Male	Female
Pre Test Mean	164.418	163.055	168.100
Post Test Mean	144.621	135.018*	170.550*

27 males showed mean gain of 14.555
13 females showed mean gain of 14.153
23 males showed mean loss of 9.913
8 females showed mean loss of 17.250

Henman-Nelson - Verbal Intelligence: The mean I.Q. for the total group on the Henmon-Nelson was 94.074 with a standard deviation of 13.458 and a standard error of the mean of 1.495. The mean I.Q. of the boys (N=59) was 94.695 with a standard deviation of 14.415 and standard error of the mean of 1.877. In comparison, the girls received a mean I.Q. of 92.409 and a standard deviation of 10.586 and a standard error of the mean of 2.257. The boys ranged in verbal I.Q. from 67 to 140 and the girls ranged from 77 to 116. Table 8 shows an analysis by grade level of the I.Q. of the total group, boy and girls, the centile equivalent, mental age, and the grade equivalent for the students in the 1965 summer guidance school.

TABLE 8

ANALYSIS OF HENMON-NELSON SCORES

Combined Male + Female						Male					Female				
Grade	N	I.Q.	%	M.A.	G.E.	N	I.Q.	%	M.A.	G.E.	N	I.Q.	%	M.A.	G.E.
9th	10	91.70	35	13-10	8.5	7	92.85	40	14-1	8.8	3	89.01	31	13-8	8.2
10th	29	93.17	36	15-0	9.6	20	93.51	38	15-1	9.7	9	92.44	34	14-9	9.5
11th	37	91.83	30	15-1	9.7	29	91.65	30	15-1	9.7	8	92.50	32	15-2	9.8
12th	14	101.51	54	17-6	13.1	7	106.00	61	19-0	13.8	7	97.00	44	16-9	11.8

TABLE 9

TEST SCORE INTERCORRELATIONS
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY, HENMON-NELSON, AND SRA NON-VERBAL TEST
MALE
N = 58

	Henmon-Nelson	SRA Non-Verbal Pre Test	 Post Test
G	.169	.075	.151
R	-.152	-.287	-.140
A	.339 **	.164	.015
S	.224	-.045	.111
E	-.091	.042	-.134
O	.210	.082	.005
F	-.060	-.002	-.111
T	.346 **	-.092	.050
P	.093	-.034	-.147
M	.259 *	.121	.245
MEAN	94.966	105.431	118.000
S.D.	14.389	15.210	58.375

** .01 Level of Significance

* .05 Level of Significance

TABLE 10

TEST SCORE INTERCORRELATIONS: GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY, HENMON-NELSON, AND SRA NON-VERBAL TEST

FEMALE
N = 22

	Henmon-Nelson	SRA Non-Verbal	
		Pre Test	Post Test
G	-.025	-.451*	.542**
R	-.150	-.329	-.300
A	-.011	-.394	.186
S	.237	-.202	.364
E	.254	-.147	.227
O	.134	-.060	.176
F	.372	.373	.008
T	.239	-.092	.169
P	.054	.142	.115
M	.114	-.060	.320
MEAN	92.409	102.318	117.546
S.D.	10.586	15.373	17.146

** .01 Level of Significance

* .05 Level of Significance

TABLE 10A

PRE TEST AND POST TEST SCORES ON SRA NON-VERBAL

	MALE		FEMALE	
	Pre Test	Post Test	Pre Test	Post Test
Mean	105.305	118.250	102.318	117.546
S.D.	15.109	15.272	15.373	17.146
S.E.	1.967	2.041	3.276	3.656
I.Q. Range	67 - 135	81 - 146	70 - 131	79 - 145

TABLE 11

TEST SCORE INTERCORRELATIONS: SRA NON-VERBAL (PRE AND POST) I.Q. AND HENMON-NELSON I.Q.

FEMALE N = 22
MALE N = 58

	Henmon-Nelson Test	
	Female	Male
SRA Non-Verbal I.Q. (Pre)	.316	.437**
SRA Non-Verbal I.Q. (Post)	.206	.225
MEAN	92.409	94.965
S.D.	10.585	14.389

** .01 Level of Significance

* .05 Level of Significance

TABLE 12

ANALYSIS OF NELSON SILENT READING TEST

	PRE TEST			POST TEST		
	MEAN	S.D.	S.E.	MEAN	S.D.	S.E.
BOYS + GIRLS						
Vocabulary	52.939	15.488	1.710	55.108	13.897	1.615
Paragraph A	13.537	4.654	0.514	15.757	4.828	0.561
Paragraph B	13.220	4.419	0.488	15.432	5.080	0.591
Paragraph C	12.585	4.996	0.552	15.338	5.344	0.621
Total Paragraph	39.281	13.690	1.512	46.635	14.991	1.743
Total Reading	92.098	27.275	3.012	101.689	27.265	3.170
BOYS						
Vocabulary	52.250	15.748	2.033	54.278	14.444	1.966
Paragraph A	12.817	4.792	0.619	15.222	5.098	0.694
Paragraph B	12.483	4.512	0.583	15.130	5.398	0.735
Paragraph C	11.917	5.169	0.667	14.944	5.662	0.770
Total Paragraph	37.217	14.148	1.827	45.389	15.875	2.160
Total Reading	89.467	27.769	3.585	99.648	28.533	3.883
GIRLS						
Vocabulary	54.818	14.950	3.187	57.350	12.360	2.764
Paragraph A	15.500	3.674	0.783	17.200	3.750	0.839
Paragraph B	15.227	3.518	0.750	16.250	4.115	0.920
Paragraph C	14.409	4.055	0.865	16.400	4.321	0.966
Total Paragraph	44.909	10.730	2.288	50.000	12.004	2.684
Total Reading	99.273	25.083	5.348	107.200	23.266	5.203

Significant relationships were found for the boys on reading achievement (Nelson Silent Reading Test) and the temperament factors of Restraint and Comprehension, Ascendance and Comprehension, Total Reading and Thoughtfulness on the pre test at the .05 level of confidence. On the post test of the Nelson Silent Reading Test, the following correlations were significant at the .05 level of confidence: Ascendance and Vocabulary, Objectivity and Vocabulary, Masculinity and Vocabulary, Ascendance and Comprehension, Thoughtfulness and Comprehension, Ascendance and Total Reading, Objectivity and Total Reading, Thoughtfulness and Total Reading, and Masculinity and Total Reading. The girls showed no significant relationships with temperament traits and reading achievement on the pre test, but the post test indicated significance at the .05 level of confidence for the following relationships: Vocabulary and Friendliness, Comprehension and Emotional Stability, Comprehension and Friendliness, Total Reading and Emotional Stability, and Objectivity and Friendliness. (Tables 13 and 14).

Depending on the interpreter's frame of reference, one wonders if reading disability affects temperament or temperament causes reading disability. The results indicate that there is a relationship between specific temperament traits which influence overt behavior and the reading achievement level. An integrated program of counseling and reading remediation may increase scores in both areas for a higher functional level.

A significant relationship was found in all areas of the Nelson Silent Reading (pre and post) on the Henmon-Nelson I.Q. at the .01 level of confidence for the boys and the .05 level except for the pre test vocabulary and paragraph comprehension (.01 level of significance) for the girls. (Tables 15 and 16). This was to be expected as verbal intelligence scores and reading achievement level are considerably dependent upon each other. Group verbal intelligence tests require the ability to read the question before one can attempt to find the correct answer. The inability to read is reflected in the verbal I.Q. on written instruments.

A non-verbal instrument is not influenced by reading ability, consequently, one would not expect to find a high relationship between the scores on the Nelson Silent Reading (pre and post test) and the SRA Non-Verbal Test. The only correlation that reached significance was Vocabulary (post test) and the SRA Non-Verbal Test for the girls. (Table 17).

A comparison of the Nelson Silent Reading pre test with the post test indicated very high correlations ranging from .681 to .922 (the lowest correlations on the boys pre test Vocabulary and Compre-

hension). The effectiveness of the reading program was demonstrated in the 1964 summer guidance school, and it was expected that 1965 would yield equally high improvement scores, or perhaps even higher achievement. (Table 18). Familiarity with the format of the test may be reflected in the higher post scores as well as improvement in reading, since the format of this instrument provides some difficulty for the novice.

California Achievement Test - Reading: The three forms of the *California Achievement Test - Reading* were administered to eighty-two students. Results of the *Nelson Silent Reading Test* (pre) were used as the determinant of the form for the individual student. Seventeen students were given the elementary form, thirty the junior high form, and thirty-five pupils took the advanced level.

The mean chronological age of the seventeen students using the elementary form was 202.06 months which is equivalent to a grade placement of 11.4. This group actually had a total reading grade placement of 5.6, which indicated that they were 5.8 years behind the mean achievement level of the tenth grade. Reading vocabulary mean grade level was 5.5 with a range of 3.8 to 8.0 grade levels. The mean grade placement for reading comprehension was 5.8 with a range of 4.1 to 8.1 on this form of the instrument. The mean grade placement for the total reading was 5.7 with a range of 4.0 to 8.1. According to the mean chronological age of these seventeen students, they should have been able to score at or near the 11.4 grade level if they were producing work commensurate with their age.

Thirty students were given the junior high level form. Their reading vocabulary ranged from 4.6 to 12.0 grade placement with a mean of 8.8. Reading comprehension indicated a low of 4.9 and a high of 12.7 grade placement with the average grade level at 8.2. The total reading mean grade level was 8.6 with scores ranging from 4.4 to 12.2

Thirty-five students used the advanced form of the test. They achieved a mean grade placement of 10.7 on reading vocabulary with a range of 6.0 to 15.2. On reading comprehension, the mean grade placement was 9.4 with the scores ranging from 6.9 through 14.5 grade levels. The total reading ranged from a low of 6.5 to a high of 14.7 with the mean grade placement at 10.2. Table 19 presents a summary of the three test forms, means, range, and grade placement.

In all three forms, the *Mathematics Vocabulary* ranked higher than the *Science*, *Social Science*, and *General Vocabulary* except in two cases where it was equal. The greatest difference on the vocabulary subtests was on the advanced form between *General*

TABLE 13

TEST SCORE INTERCORRELATIONS:
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND NELSON SILENT READING (PRE AND POST)
MALE
N = 58

	NELSON SILENT READING TEST					
	PRE TEST			POST TEST		
	Vocabulary	Comp.	Total	Vocabulary	Comp.	Total
G	.101	.156	.154	.067	.119	.117
R	-.177	-.289*	-.238	-.139	-.157	-.206
A	.187	.267*	.240	.283*	.318*	.268*
S	.174	.175	.184	.248	.186	.222
E	-.049	-.074	-.064	.055	-.081	-.050
O	.159	.083	.134	.304*	.242	.304*
F	-.063	-.233	-.146	.020	-.052	-.019
T	.240	.233	.261*	.241	.294*	.276*
P	.019	-.083	-.030	.170	.023	.115
M	.107	.102	.123	.264*	.191	.268*
MEAN	52.542	37.288	89.831	54.340	46.269	99.717
S.D.	15.718	14.259	27.863	14.575	14.856	28.802

** .01 Level of Significance

* .05 Level of Significance

TABLE 14

TEST SCORE INTERCORRELATIONS:
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND NELSON SILENT READING (PRE AND POST)
FEMALE
N = 22

	NELSON SILENT READING TEST					
	PRE TEST			POST TEST		
	Vocabulary	Comp.	Total	Vocabulary	Comp.	Total
G	.073	-.131	-.012	-.077	-.083	-.082
R	-.086	-.133	-.128	.078	-.063	.003
A	.107	.123	.114	-.074	-.057	-.064
S	.359	.277	.325	.207	.278	.255
E	.330	.107	.246	.347	.407*	.406*
O	.203	.063	.140	.392	.397	.412*
F	.344	.223	.294	.494*	.507*	.516*
T	.304	.200	.272	.206	.112	.166
P	-.018	-.170	-.080	.113	-.010	.053
M	.225	.207	.212	.211	.329	.275
MEAN	54.818	44.909	99.273	57.350	50.000	107.200
S.D.	14.950	10.730	25.083	12.360	12.004	32.266

** .01 Level of Significance

* .05 Level of Significance

TABLE 15

TEST SCORE INTERCORRELATIONS: HENMON-NELSON IQ AND NELSON SILENT READING (PRE-POST)
FEMALE
N = 20

	PRE NELSON SILENT READING			POST NELSON SILENT READING		
	Vocab.	Paragraph	Total	Vocab.	Paragraph	Total
Henmon-Nelson	.899**	.795**	.892*	.757*	.739*	.786*
MEAN	54.818	44.909	99.273	57.350	50.000	107.200
S.D.				12.360	12.004	23.266

** .01 Level of Significance
* .05 Level of Significance

TABLE 16

TEST SCORE INTERCORRELATIONS: HENMON-NELSON IQ AND NELSON SILENT READING (PRE-POST)
MALE
N = 52

	PRE NELSON SILENT READING			POST NELSON SILENT READING		
	Vocab.	Paragraph	Total	Vocab.	Paragraph	Total
Henmon-Nelson	.726**	.632**	.711**	.741**	.704**	.749**
MEAN	52.542	37.288	89.831	54.340	46.269	99.717
S.D.	15.718	14.259	27.863	14.575	14.856	28.802

** .01 Level of Significance

* .05 Level of Significance

TABLE 17

TEST SCORE INTERCORRELATIONS: SRA NON-VERBAL (PRE-POST) AND NELSON SILENT READING (PRE-POST)
FEMALE N = 22
MALE N = 52

	SRA PRE TEST IQ		SRA POST TEST IQ	
	Female	Male	Female	Male
Nelson Silent Reading (Pre)				
Vocabulary	.246	.319	.489*	
Paragraph Comprehension	.210	.215	.162	
Total Reading	.239	.269	.373	
Nelson Silent Reading (Post)				
Vocabulary	.318	.393	.207	
Comprehension	.167	.335	.152	
Total Reading	.251	.353	.190	
MEAN	102.318	104.493	117.546	118.051
S.D.	15.373	15.144	17.146	15.172

**.01 Level of Significance

*.05 Level of Significance

TABLE 18

TEST SCORE INTERCORRELATIONS: NELSON SILENT READING TEST (PRE AND POST)

FEMALE N = 20
MALE N = 52

	NELSON SILENT READING POST TEST					
	Vocabulary		Comprehension		Total Reading	
	(Female)	(Male)	(Female)	(Male)	(Female)	(Male)
Nelson Pre Test						
Vocabulary	.790**	.863**	.819**	.874**	.847**	.901**
Comprehension	.757**	.681**	.922**	.863**	.881**	.799**
Total Reading	.798**	.800**	.886**	.899**	.886**	.889**
MEAN	57.350	54.340	50.000	46.269	107.200	99.717
S.D.	12.360	14.575	12.004	14.856	23.266	28.802

** .01 Level of Significance

* .05 Level of Significance

Vocabulary (9.9), and Social Science or Mathematics (11.0). Among the seventeen students who took the elementary form, the Social Science Vocabulary test was the lowest with a mean grade placement of 5.2. These seventeen students had the highest mean grade placement in Interpretation subtest of Reading Comprehension, whereas those who took the junior high form had their lowest mean grade placement in this area (7.9), as likewise did the thirty-five students with the advanced form who received 9.0 grade placement on Interpretation. Table 20 gives an analysis by subtest of the mean grade placement for each of the three forms.

For the students who took the elementary form of the instrument, there was very little difference between mean and grade levels for boys and girls in Reading Vocabulary, Reading Comprehension, and Total Reading (Tables 21 and 22). The girls scored higher in Mathematics and Science and the boys scored higher in Social Science and General Vocabulary. Both boys and girls had a mean grade level on Total Reading of 5.7. On the junior high form, the nine girls scored almost 1.3 years above the twenty-one boys on Total Reading and indicating superior scores throughout all the subtests. This finding was reversed on the advanced form where the twenty-six boys had a Total Reading grade placement of 10.5 and the girls achieved only 9.3 grade placement. Reading Vocabulary scores were higher than Reading Comprehension on the junior high and advanced forms, but not on the elementary form.

A comparison of the California Achievement Test - Reading with the Nelson Silent Reading pre test indicated that the former instrument resulted in higher grade level achieved than the Nelson showed. This was especially true for the boys who scored 7.5 grade level on the Nelson (pre test) and 8.7 on the California Achievement Test. The differences may be noted below:

TOTAL READING GRADE LEVEL	NELSON (PRE)	CALIF.ACH.	NELSON (POST)
Boys + Girls	7.8	8.6	8.6
Boys	7.5	8.7	8.4
Girls	8.4	8.6	9.1

TABLE 19

ANALYSIS OF CALIFORNIA ACHIEVEMENT TEST - READING (ELEMENTARY, JUNIOR HIGH, AND ADVANCED FORMS) COMBINED MALE AND FEMALE SAMPLE

	Elementary	Junior High	Advanced
Reading Vocabulary			
N	17	30	35
Mean	5.5	8.8	10.7
Range	3.8 - 8.0	4.6 - 12.0	6.0 - 15.2
Reading Comprehension			
N	17	30	35
Mean	5.8	8.2	9.4
Range	4.1 - 8.1	4.9 - 12.7	6.9 - 14.5
Total Reading			
N	17	30	35
Mean	5.7	8.6	10.2
Range	4.0 - 8.1	4.4 - 12.2	6.5 - 14.7

TABLE 20

CALIFORNIA ACHIEVEMENT TEST - READING SUBTEST ANALYSIS
COMBINED MALE AND FEMALE SAMPLE

Reading Vocabulary			
N	17	30	35
Mathematics			
Mean Grade Level	5.9	9.2	11.0
Range G.L.	3.2 - 9.0	3.2 - 12.0+	4.0 - 14.0+
Science			
Mean Grade Level	5.4	9.2	10.3
Range G.L.	3.0 - 7.6	5.0 - 12.0+	4.0 - 14.0+
Social Science			
Mean Grade Level	5.2	8.7	11.0
Range	4.4 - 8.9	2.2 - 12.0+	4.0 - 14.0+
General			
Mean Grade Level	5.6	8.7	9.9
Range G.L.	2.4 - 9.0+	6.2 - 11.7+	5.0 - 14.0+
Reading Comprehension			
N	17	30	35
Follows Directions			
Mean Grade Level	5.7	8.9	10.7
Range G.L.	4.2 - 7.5	2.6 - 12.0+	7.0 - 14.0+
Reference Skills			
Mean Grade Level	5.9	8.2	9.1
Range G.L.	3.3 - 8.3	3.1 - 12.0+	3.0 - 14.0+
Interpretation			
Mean Grade Level	6.6	7.9	9.0
Range G.L.	2.4 - 8.5	5.4 - 12.0+	6.0 - 14.0+

TABLE 21

CALIFORNIA ACHIEVEMENT TEST - READING
MALE

	Elementary	Junior High	Advanced
Reading Vocabulary			
N	12	21	26
Mathematics G.P.	5.3	8.9	11.3
Science G.P.	5.2	9.0	10.8
Social Science G.P.	6.2	8.4	11.4
General G.P.	5.7	8.6	10.4
Total Vocabulary G.P.	5.6	8.5	11.0
Reading Comprehension			
Follow Directions	5.8	8.4	10.6
Reference Skills	6.1	7.7	9.3
Interpretation	5.3	7.4	9.3
Total Comprehension	5.7	7.8	9.6
Total Reading G.P.	5.7	8.2	10.5

TABLE 22

CALIFORNIA ACHIEVEMENT TEST - READING
FEMALE

	Elementary	Junior High	Advanced
Reading Vocabulary			
N	5	9	9
Mathematics G.P.	6.2	9.9	10.5
Science G.P.	5.7	9.9	8.8
Social Science G.P.	4.8	9.4	9.4
General G.P.	5.3	9.5	9.4
Total Vocabulary	5.5	9.6	9.6
Reading Comprehension			
Follow Directions	5.7	10.9	10.7
Reference Skills	5.5	9.7	8.7
Interpretation	5.6	9.1	8.4
Total Comprehension	5.7	9.3	8.7
Total Reading G.P.	5.7	9.5	9.3

Wide Range Achievement Test - Reading Vocabulary:

The mean grade level for reading vocabulary for the boys and the girls combined was 9.0 with 1.8 grade level standard deviation. The boys had a mean grade level of 8.9 and the girls 9.0 (raw score means of 79,679 and 80,046). This was to be expected as most of these students have been exposed to these words somewhere in their years of education and may have picked up the word without really understanding the meaning. Many of these students have had work in special reading classes which also aided in their approach to pronunciation. The Reading Vocabulary ranged from 3.5 to 14.8 grade level for the total sample.

Wide Range Achievement Test - Arithmetic:

The mean grade level on the pre test was 6.9 and increased to 7.7 on the post test for a gain of .8 in the six weeks summer session. The mean grade level was exactly the same for both boys and girls. The boys' scores ranged from 3.3 to 12.5 while the girls' scores ranged from 4.7 to 13.6. The gain in arithmetic achievement was significant at the .01 level of confidence for both male and female students. From this information, it appears that the SRA Computational Skills Kit is an approach well worth considering for the use with these students.

As was expected from the degree of similarity of scores, the correlations between male and female on the pre and post tests were significant at the .01 level of confidence (Table 23). The boys' scores on the arithmetic post test showed a relationship (significant at the .05 level) with the subtest Ascendance on the Guilford-Zimmerman Temperament Survey, (Table 24), while the girls' pre tests showed a high correlation with Emotional Stability (.573 - .01 level of confidence) as found in Table 25. With these instruments, there appears to be very little relationship with temperament and achievement in arithmetic for the dropout students with the exception of the above two factors. Significant relationships were found with the verbal and non-verbal intelligence and arithmetic for the boys on both the pre and post Wide Range Achievement Test - Arithmetic (at the .01 level of confidence). Correlations were found to be significant (.01 level) for the girls on verbal intelligence, but not on the non-verbal intelligence. The content of the Henmon-Nelson requires the same kind of thinking that is found in computation for many of the questions, thus a high correlation was predicted between the two instruments. (Table 26). All parts of the Nelson Silent Reading (pre and post tests) were significant at the .01 level of confidence with the Wide Range Achievement Test - Arithmetic pre and post tests (Tables 27 and 28). It appears that lack of progress in one area indicates a lack of progress in another academic area and with approaches to which these students are receptive, learning will take place. An examination of individual scores indicated that those students who scored high in reading also scored high in arithmetic, while those who scored low in reading scored low in computation.

Convergent Production: Three instruments were used to measure convergent thinking: Hidden Figures, Gestalt Transformation, and Camouflaged Words. Hidden Figures measured the ability to reorganize elements in terms of structural properties of the material. On this thirty-item test, the mean raw score was 17.186 with a standard deviation of 5.179 for the boys and girls combined. Scores ranged from seven to thirty. No significant difference was found between the boys (17.122) and the girls (17.333) mean raw score. Norms were not available for this test of figural redefinition that required flexibility of closure in order to successfully complete transformation. Other research studies have found a mean of 21.2 and a standard deviation of 6.2, mean of 25.80 and a standard deviation of 4.06, and a mean of 21.10 with a standard deviation of 5.35. As a means of comparison, the last scores were for high school honors students doing college work during a summer session. From this view, the dropout group scored better than one would have predicted.

Gestalt Transformation required semantic redefinition for the operation of transformation. On this twenty-item test, scores ranged from one to fifteen with the mean raw score for the group 8.583 and a standard deviation of 3.262. It appears that the low reading ability is reflected in the depressed scores on this instrument. There was a significant difference between the mean raw score on the boys (9.212) and the girls (6.950) at the .05 level of confidence. Other research has indicated that the boys usually score higher on this instrument than the girls. The nature of the test items is such that boys appear to come into contact with this type of improvisation more than girls do. Norms are not available for Gestalt Transformation, but other studies have found a mean of 10.91 and a standard deviation of 3.45, a mean of 12.37 with a standard deviation of 3.08, and a mean raw score of 12.81 and a standard deviation of 2.23.

Camouflaged Words is a twenty-item test which involves rejecting one function for an element in a total object and giving it a new function or use. A transformation is performed through symbolic redefinition. The mean raw score for the total group was 5.873 with a standard deviation of 3.189. Scores ranged from zero to thirteen. The mean raw score for the boys was 5.810 (standard deviation of 3.395) compared to 6.048 (standard deviation of 2.598)

TABLE 23

TEST SCORE INTERCORRELATIONS: WRAT - ARITHMETIC (PRE AND POST)
FEMALE N = 21
MALE N = 53

	WRAT - Arithmetic Post Test	
	Female	Male
WRAT - Arithmetic Pre Test	.894**	.820**
MEAN	39.095	39.169
STANDARD DEVIATION	12.045	12.246

** .01 Level of Significance
* .05 Level of Significance

TABLE 24

TEST SCORE INTERCORRELATIONS: GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND WIDE RANGE ACHIEVEMENT TEST-ARITHMETIC
PRE AND POST
MALE
N = 59

	PRE TEST	POST TEST
General Activity	.157	.223
Restraint	-.122	-.082
Ascendance	.166	.253*
Sociability	-.059	.113
Emotional Stability	-.092	.021
Objectivity	.077	.201
Friendliness	-.058	.001
Thoughtfulness	.138	.047
Personal Relations	.029	.099
Masculinity	.216	.162
MEAN	35.302	39.169
S.D.	12.633	12.246

** .01 Level of Significance
* .05 Level of Significance

TABLE 25

TEST SCORE INTERCORRELATIONS:
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND
WIDE RANGE ACHIEVEMENT TEST-ARITHMETIC
PRE AND POST
FEMALE
N = 22

	PRE TEST	POST TEST
General Activity	.021	.023
Restraint	-.070	-.108
Ascendance	-.114	-.149
Sociability	.187	.180
Emotional Stability	.573**	.372
Objectivity	.284	.271
Friendliness	.313	.349
Thoughtfulness	.298	.245
Personal Relations	.291	.276
Masculinity	.179	.210
MEAN	35.136	39.095
S.D.	12.722	12.045

** .01 Level of Significance

* .05 Level of Significance

TABLE 26

INTERTEST SCORE INTERCORRELATIONS: HENMON-NELSON AND SRA NON-VERBAL WITH WRAT-ARITHMETIC

FEMALE N = 21
MALE N = 53

	Wide Range Achievement Test-Arithmetic			
	PRE TEST		POST TEST	
	FEMALE	MALE	FEMALE	MALE
Henmon-Nelson	.796**	.612**	.839**	.522**
SRA Non-Verbal	.215	.502	.353	.483**
MEAN	35.136	35.302	39.095	39.169
S.D.	12.722	12.633	12.045	12.246

** .01 Level of Significance

* .05 Level of Significance

TABLE 27

TEST SCORE INTERCORRELATIONS: WIDE RANGE ACHIEVEMENT TEST-ARITHMETIC AND NELSON SILENT READING (PRE AND POST)

Nelson Silent Reading	WRAT-Arithmetic (Pre)	WRAT-Arithmetic (Post)
Pre Test		
Vocabulary	.554**	.545**
Paragraph Comprehension	.433**	.403**
Total Reading	.525**	.504**
Post Test		
Vocabulary	.478**	.509**
Paragraph Comprehension	.612**	.600**
Total Reading	.547**	.531**
MEAN	35.302	39.169
S.D.	12.633	12.246

** .01 Level of Significance

* .05 Level of Significance

TABLE 28

TEST SCORE INTERCORRELATIONS: WIDE RANGE ACHIEVEMENT TEST-ARITHMETIC AND NELSON SILENT READING (PRE AND POST)

FEMALE
N = 21

Nelson Silent Reading	WRAT-Arithmetic (Pre)	WRAT-Arithmetic (Post)
Pre Test		
Vocabulary	.737**	.698**
Paragraph Comprehension	.636**	.683**
Total Reading	.728**	.724**
Post Test		
Vocabulary	.646**	.785**
Paragraph Comprehension	.675**	.662**
Total Reading	.699**	.762**
MEAN	35.136	39.095
S.D.	12.722	12.045

** .01 Level of Confidence

* .05 Level of Confidence

for the girls. Norms were not available, but other research found the following mean raw scores and standard deviations: 8.2 with 3.9; 10.08 with 4.46; and 9.03 with 3.75. It was predicted that the dropout student would not score high on this instrument if there is as high a loading (.33) on verbal comprehension in Camouflaged Words as has been found in other research.

A significant correlation was found between Hidden Figures and Camouflaged Words for both boys and girls at the .01 level of confidence. Gestalt Transformation and Camouflaged Words indicated a relationship at the .05 level. Table 29 also noted a relationship significant at the .05 level of confidence for the girls on Hidden Figures and Gestalt Transformation. These are higher correlations than has been found in other studies with these instruments. It is recognized that transformations involve synthesis of information as well as redefinition and is thus considered one of the more complex levels in the taxonomy of learning. Many of the dropout students have not involved themselves or been involved in learning beyond the awareness and accumulation of factual material, consequently found transformation rather difficult with which to cope.

A comparison of the subtests of the Guilford-Zimmerman Temperament Survey and the three tests of convergent thinking found no significant relationships except for Restraint and Camouflaged Words for the boys (.475) at the .01 level of confidence, and Camouflaged Words and Emotional Stability and Gestalt Transformation and Friendliness at the .05 level for the girls. It would seem reasonable to assume that the student who scores low on Restraint would score higher on an instrument that allows the alternate use or other use of an element than that which it was originally intended. Lack of restraint in the personality would give greater freedom to rearrangement of existing configuration. One could presume that the greater the emotional stability, the more likely it is that the individual could follow directions with the least amount of frustration and anxiety. As the girls scored higher on Emotional Stability, one would expect them to also score higher on Camouflaged Words. (Table 30).

A significant relationship was found with the three convergent thinking tests and the I.Q. on the Henmon-Nelson at the .01 level of confidence for the girls. It was only with Gestalt Transformation that the correlation reached this level for the boys, as Camouflaged Words was at the .05 level of significance and Hidden Figures did not indicate a significant relationship (Table 31). The difference in the size of the two groups may have influenced these correlations, but also the difference in maturational level between the boys and the girls should be noted. The girls appeared to be

TABLE 29

TEST SCORE INTERCORRELATIONS: CONVERGENT PRODUCTION WITH CONVERGENT PRODUCTION

FEMALE N = 20
MALE N = 47

	HIDDEN FIGURES		GESTALT TRANSFORMATION		CAMOUFLAGED WORDS	
	Male	Female	Male	Female	Male	Female
H.F.	1.000	1.000	.081	.427*	.361**	.636**
G.T.			1.000	1.000	.311*	.478*
C.W.					1.000	1.000
MEAN	17.489	17.333	9.260	6.950	6.404	6.048
S.D.	4.515	6.135	3.135	3.203	3.050	2.598

** .01 Level of Significance

* .05 Level of Significance

TABLE 30

TEST SCORE INTERCORRELATIONS: CONVERGENT PRODUCTION AND GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
MALE
N = 50

	HIDDEN FIGURES		GESTALT TRANSFORMATION		CAMOUFLAGED WORDS	
	Male	Female	Male	Female	Male	Female
General Activity	-.193	-.115	-.170	.056	.007	.256
Restraint	.057	-.334	-.175	-.025	-.475**	-.301
Ascendance	.059	-.281	.131	.125	.034	.156
Sociability	-.040	-.002	.062	.198	-.023	.330
Emotional Stability	-.042	.255	-.015	.135	-.071	.431*
Objectivity	.168	.142	.139	.361	-.012	.273
Friendliness	-.025	.314	.126	.428*	-.042	.304
Thoughtfulness	-.095	.013	.086	.132	-.033	.154
Personal Relations	-.096	.056	.229	-.061	.044	.079
Masculinity	-.041	.186	.181	.397	.073	.247
MEAN	17.489	17.333	9.260	6.950	6.404	6.048
S.D.	4.515	6.135	3.135	3.023	3.050	2.598

** .01 Level of Significance

* .05 Level of Significance

TABLE 31

TEST SCORE INTERCORRELATIONS: CONVERGENT PRODUCTION AND HENMON-NELSON I.Q.
MALE N = 50
FEMALE N = 22

	HENMON-NELSON I. Q.	
	Male	Female
Hidden Figures	.087	.795**
Gestalt Transformation	.364**	.657**
Camouflaged Words	.288*	.649**
MEAN	94.966	92.409
S.D.	14.389	10.586

** .01 Level of Significance

* .05 Level of Significance

more aware of the conventionally accepted answers and more willing to seek them than many of the boys. As a group, the girls seemed to put forth more effort to score well on tests and were more concerned with their achievement and learning which again may be due primarily to difference in maturation.

On the SRA Non-Verbal Test, a significant relationship was found with Hidden Figures for the girls on both the pre and post test (.01 and .05 levels of confidence). The pre test for the boys was significant at the .05 level with Gestalt Transformation and Camouflaged Words with the latter instrument increasing to .01 level on the SRA Non-Verbal post test. It is apparent that there is a much closer relationship with verbal intelligence as measured by the Henmon-Nelson than there is with non-verbal intelligence for these three tests of convergent thinking. (Table 32).

In a comparison of convergent thinking and reading achievement, it was found that Hidden Figures and the Nelson Silent Reading Test (pre and post) had no significant relationship, however, Camouflaged Words was at .05 level of confidence on the pre test Vocabulary, Comprehension, and Total Reading, and the post test Vocabulary. The post test Comprehension and Total Reading at .01 level and Comprehension (post test) and Vocabulary (pre test) at .05 level for the boys (Table 33). By way of contrast, the girls indicated all parts of the pre and post Nelson Silent Reading Test and the three convergent production instruments to have a correlation at or beyond the .01 level of significance except Camouflaged Words and Vocabulary (post test). (See Table 34). The reading test was a better predictor of how the girls would score on tests of convergent thinking than it was for the boys.

The Wide Range Achievement Test was also a better predictor of convergent thinking scores for the girls than it was for the boys. Hidden Figures achieved the .01 level of significance, Camouflaged Words reached the .05 level, and Gestalt Transformation and the post test WRAT-Arithmetic was at the .05 level of confidence. Table 35 indicated no significant relationship for the boys on arithmetic and convergent thinking. It may be that the girls put forth a more consistent level of functioning on convergent production than the boys. (Guilford has identified numerical operations as convergent thinking requiring symbolic operations.)

Life Goals Inventory: This instrument attempted to measure what these students want or expect to get from life, what they want more than anything else, and what they do not care about at all. The four basic tendencies measured were: Need Satisfaction, Self- Limiting Adaptation, Creative Expansion, and Upholding Internal Order.

TABLE 32

TEST SCORE INTERCORRELATIONS: CONVERGENT PRODUCTION AND SRA NON-VERBAL (PRE AND POST)

FEMALE N = 21
MALE N = 50

	SRA NON-VERBAL I.Q. (PRE TEST) Male	SRA NON-VERBAL I.Q. (PRE TEST) Female	SRA NON-VERBAL I.Q. (POST TEST) Male	SRA NON-VERBAL I.Q. (POST TEST) Female
Hidden Figures	.159	.527**	.078	.498*
Gestalt Transformation	.291*	.012	.029	.216
Camouflaged Words	.332*	.361	.195	.697**
MEAN	105.305	102.318	118.250	117.550
S.D.	15.109	15.373	15.272	17.146

** .01 Level of Significance

* .15 Level of Significance

TABLE 33

TEST SCORE INTERCORRELATIONS: CONVERGENT PRODUCTION AND NELSON SILENT READING (PRE AND POST TESTS)
MALE
N = 50

	NELSON SILENT READING TEST					
	Pre Test			Post Test		
	VOCABULARY	COMPREHENSION	TOTAL	VOCABULARY	COMPREHENSION	TOTAL
Hidden Figures	.159	.013	.095	.066	.145	.111
Gestalt Transformation	.302*	.149	.227	.428**	.324*	.370**
Camouflaged Words	.318*	.318*	.338*	.353*	.355**	.403**
MEAN	52.542	37.288	89.831	54.340	46.269	99.717
S.D.	15.718	14.259	27.863	14.575	14.856	28.802

** .01 Level of Significance

* .05 Level of Significance

Under the first tendency, Need Satisfaction, a significant difference was found between the boys and the girls with the boys scoring higher on the (A) Necessities of Life, Pleasure at the .05 level of confidence. Under Self-Limiting Adaptation, the girls scored significantly higher than the boys in both Submissiveness and Avoidance of Hardship (.05 level). The third tendency of Creative Expansion showed the girls higher than the boys on Leader, Fame, and Power (.05 level). The boys led the girls in one area of Upholding the Internal Order, that of Having Success (.05 level of significance). A study of the composite profile of the mean scores for the boys and girls indicates graphically some of the major differences between the girls and boys in the dropout school. In some areas, their scores were very similar, i.e., Affection and Family, Love, Accept Limitations and Caution, Self-Development, Role in Life, Moral Values, and Social Values. The extremely low score on Self Development was also noted in the amount of diffusion and lack of identity expressed on another instrument. Lack of achievement in school has undoubtedly been one of the major causes of the depressed score in the Creative Expansion section on Self-Development; however, it would appear that a fantasy or imaginative world does exist in which they see themselves as participating in public life, achieving fame, power, and possessing leadership. (Table 36).

Table 37 gives the centile rank on each of the four basic tendencies and their sub-areas for both girls and boys. Buhler and Coleman have hypothesized that the infant is basically need-satisfying, the older child accepts the increasing self-limiting adaptation, and the adolescent and adult becomes creatively expansive. It can be seen that the adolescent dropout has not moved into the Creative Expansion need area of Self-Development, but rather has experienced non-adaptation (especially the boys) and unproductivity. This lack of Self-Development is reflected in all areas of his behavior, and consequently makes motivation a real problem in the learning process.

Table 38 and 39 shows the relationship between the subtests of the Life Goals Inventory. Significant correlations were found between Self-Development and Necessities of Life Affection and Family-Love-Accept Limitation and Caution-Submissiveness-Avoidance of Hardships at the .01 level of confidence for the boys. This group also had no significant relationship between Having Success and any other subtest except Role in Public Life (.01 level), Necessities of Life, and Pleasure (.05 level). The boys' scores indicated significant correlation between Moral Values and all other subtest areas at the .01 level of confidence except Role in Public Life (.05 level) and Having Success (not significant). Less than one-half as many significant correlations were found for the girls on

TABLE 34

TEST SCORE INTERCORRELATION: CONVERGENT PRODUCTION AND NELSON SILENT READING (PRE AND POST)
FEMALE
N = 20

	NELSON SILENT READING TEST					
	Pre Test			Post Test		
	Vocabulary	Comprehension	Total	Vocabulary	Comprehension	Total
HF	.726**	.493**	.652**	.694**	.591**	.676**
GT	.721**	.755**	.762**	.730**	.768**	.784**
CW	.688**	.604**	.687**	.503*	.553**	.559**
MEAN	54.818	44.909	99.273	57.350	50.000	107.200
S.D.	14.950	10.730	25.083	12.360	12.004	23.266

** .01 Level of Significance

* .05 Level of Significance

TABLE 35

TEST SCORE INTERCORRELATIONS: CONVERGENT PRODUCTION AND WIDE RANGE ACHIEVEMENT TEST - ARITHMETIC

FEMALE N = 21
MALE N = 53

	WIDE RANGE ACHIEVEMENT TEST - ARITHMETIC			
	Pre	Post	Pre	Post
Hidden Figures	.248	.192	.657**	.683**
Gestalt Transformation	.155	.112	.393	.464*
Camouflaged Words	.182	.216	.455*	.414*
MEAN	35.302	39.169	35.136	39.095
S.D.	12.633	12.246	12.722	12.045

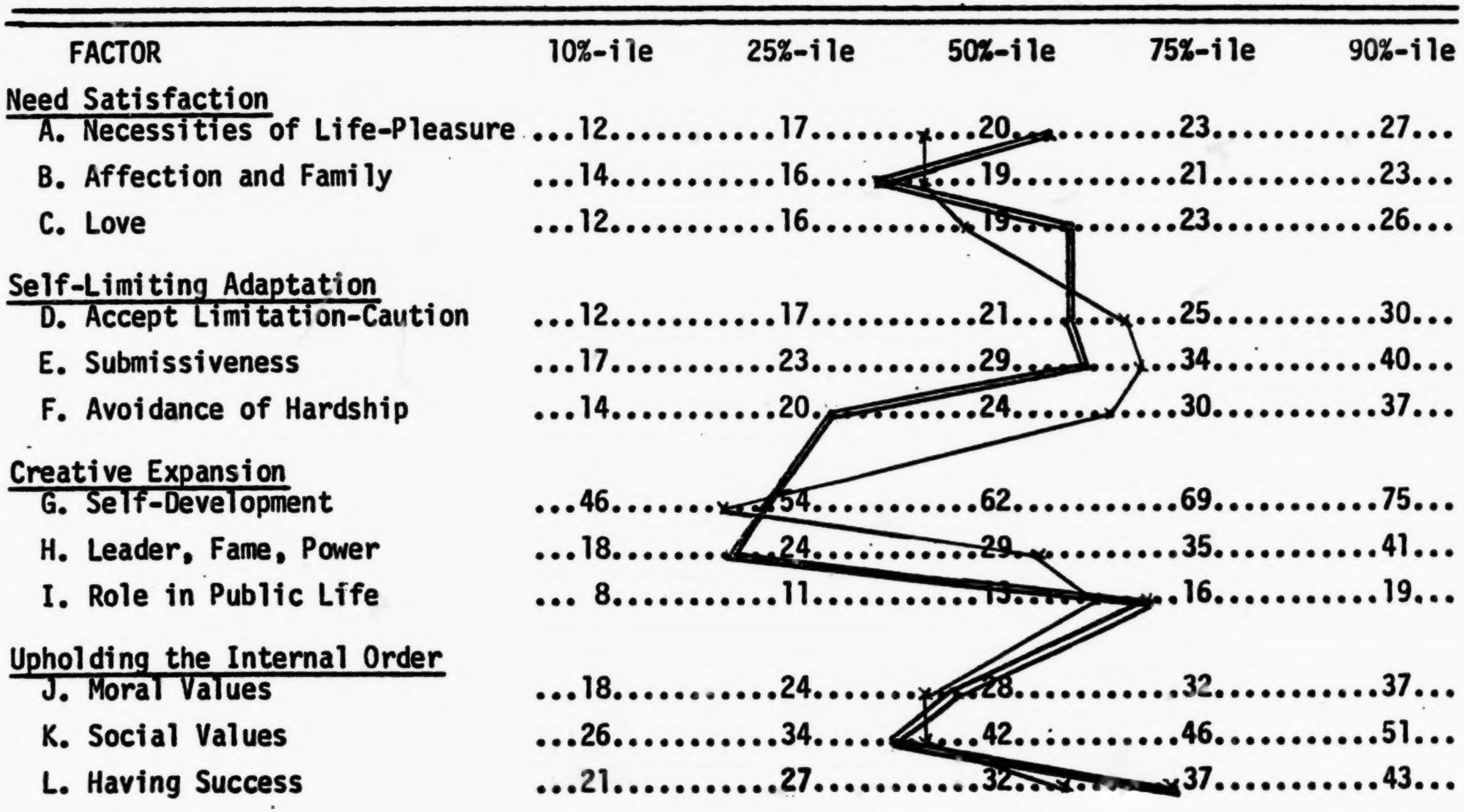
** .01 Level of Significance

* .05 Level of Significance

TABLE 36

LIFE GOALS INVENTORY PROFILE SHEET

═ BOYS ─ GIRLS



FACTOR	10%-ile	25%-ile	50%-ile	75%-ile	90%-ile
Need Satisfaction					
A. Necessities of Life-Pleasure	12	17	20	23	27
B. Affection and Family	14	16	19	21	23
C. Love	12	16	19	23	26
Self-Limiting Adaptation					
D. Accept Limitation-Caution	12	17	21	25	30
E. Submissiveness	17	23	29	34	40
F. Avoidance of Hardship	14	20	24	30	37
Creative Expansion					
G. Self-Development	46	54	62	69	75
H. Leader, Fame, Power	18	24	29	35	41
I. Role in Public Life	8	11	13	16	19
Upholding the Internal Order					
J. Moral Values	18	24	28	32	37
K. Social Values	26	34	42	46	51
L. Having Success	21	27	32	37	43

TABLE 37

A COMPARISON OF BOYS AND GIRLS CENTILE RANK ON THE LIFE GOALS INVENTORY

FACTOR	BOYS	GIRLS
Need Satisfaction		
A. Necessities of Life, Pleasure	54%	42%
B. Affection and Family	32%	41%
C. Love	55%	49%
Self-Limiting Adaptation		
D. Accept Limitations, Caution	54%	63%
E. Submissiveness	56%	69%
F. Avoidance of Hardships	25%	65%
Creative Expansion		
G. Self-Development	24%	22%
H. Leader, Fame, Power	18%	50%
I. Role in Public Life	67%	64%
Upholding the Internal Order		
J. Moral Values	48%	42%
K. Social Values	35%	43%
L. Having Success	74%	58%

TABLE 38

TEST SCORE INTERCORRELATIONS: LIFE GOALS AND LIFE GOALS
MALE
N = 56

	A	B	C	D	E	F	G	H	I	J	K	L
A	1.000	.225	.300*	.319*	.014	.257	.342**	.456**	-.487**	.336**	.374**	-.315*
B		1.000	.341**	.464**	.476**	.468**	-.580**	.334*	-.257	.567**	.595**	-.064
C			1.000	.325*	.392**	.701**	.511**	.645**	-.149	.582**	.564**	.084
D				1.000	.237	.311*	.565**	.385**	-.440**	.604**	.484**	-.272
E					1.000	.391**	.427**	.307*	.128	.397**	.702**	.172
F						1.000	.565**	.658**	-.265*	.602**	.551**	.034
G							1.000	.646**	-.484**	.789**	.797**	-.050
H								1.000	-.174	.695**	.556**	.192
I									1.000	.283*	-.348**	.698**
J											.653**	-.033
K											1.000	-.082
L												1.000
MEAN	20.536	16.982	19.946	21.821	30.357	20.036	52.929	21.107	15.107	27.607	37.250	36.929
S.D.	2.796	3.739	3.782	4.191	4.634	5.595	8.594	4.008	4.607	5.112	6.348	6.045

** .01 Level of Significance

* .05 Level of Significance

TABLE 39

TEST SCORE INTERCORRELATIONS: LIFE GOALS AND LIFE GOALS
FEMALE
N = 21

	A	B	C	D	E	F	G	H	I	J	K	L
A	1.000	.120	.418*	-.248	-.003	.464*	.164	.029	-.050	-.073	-.235	.583**
B		1.000	.557**	.477*	.600**	.380	.527*	.448*	-.045	.640**	.483*	.399
C			1.000	.162	.251	.786**	.460*	.581**	.210	.387	.253	.709**
D				1.000	.596**	-.091	.375	.211	.085	.532*	.679**	.153
E					1.000	.223	.384	.274	.023	.545**	.422	.036
F						1.000	.405	.412	.038	.322	.031	.489
G							1.000	.304	.254	.735**	.647**	.384
H								1.000	.067	.288	.306	.470*
I									1.000	-.022	.205	.246
J										1.000	.583**	.267
K											1.000	.289
L												1.000
MEAN	19.143	17.905	18.952	23.190	32.810	27.714	52.286	29.190	14.714	26.762	39.619	33.714
S.D.	2.555	4.122	3.612	3.516	3.027	5.312	5.993	3.723	2.028	3.820	5.731	5.031

** .01 Level of Significance

* .05 Level of Significance

the Life Goals Inventory subtests. A relationship was found between Affection and Family and Submissiveness and Moral Values at the .01 level of significance. They also had a high correlation between Love and Avoidance of Hardship, Leader-Fame-Power, and Having Success (.01 level). Another interesting relationship was found between Self-Development and Moral Values and Social Values for the girls. The lack of Self-Development among the dropout girls may be a cause-and-effect relationship with the value structure. Modifications in the values expressed by these students may help open the door to creative expansion. An improved self concept, or increased identity could make the necessary modifications on the social moral value structure.

Very little relationship was found between temperament and life goals for either the boys or the girls. As was to be expected, a significant negative relationship was noted between Objectivity and Accept Limitations, Caution (.01 level) for the boys. Thoughtfulness and Self-Development showed a positive relationship (.01 level) with Restraint and Submissiveness, Friendliness and Need for Love, Thoughtfulness and Submissiveness, Personal Relations and Self-Development, significant at the .05 level of confidence. Masculinity was negatively correlated with Avoidance of Hardship (.05 level) or those students who scored low on Masculinity scored high on Avoidance of Hardships. (Table 40).

The girls indicated a significant relationship between Emotional Stability and Acceptance of Limitations and Caution (.01 level). Emotional Stability was also related to Self-Development, Moral Values, and Social Values, but to a lesser degree (.05 level). Restraint, Ascendance, and Sociability showed a similar relationship to Role in Public Life. Personal Relations was another factor related to the Acceptance of Limitations, Caution for the girls (Table 41).

Non-verbal intelligence showed only a slight relationship to the four basic tendencies in that Role in Public Life, and Moral Values was significant at the .05 level of confidence for the boys. The SRA Non-Verbal pre test resulted in two high negative correlations: Role in Public Life (.01 level) for the boys and Having Success (.01 level) for the girls. (Tables 42-43).

With Verbal I.Q. (Henmon-Nelson), the boys showed a significant relationship with Need for Survival (.01 level) and Self-Development (.01 level). Social Values and verbal I.Q. reached the .01 level of significance for the girls with Acceptance of Limitations, Caution at the .05 level. Most areas of the life goals do not seem to be related to either verbal or non-verbal intelligence for these students. (Tables 42 and 43).

Very little relationship was found with reading scores and life goals in either the pre or post test. Social Values were significant with the post test Nelson at the .05 level of confidence for the girls, as well as Vocabulary on the pre test. Vocabulary (post test) and Acceptance of Limitations, Caution reached the .05 level, the same as Total Reading (pre and post tests) with Need for Affection and Family for the girls. For the boys, Vocabulary (pre test) and Need for Survival gave the only significant correlations (.05 level). (Table 44).

The low correlations between verbal intelligence and life goals was supported by similar correlations between these four basic tendencies and convergent thinking. The boys showed a significant relationship between Hidden Figures and Submissiveness, and Hidden Figures and Role in Public Life at the .05 level of confidence. (Table 45). The girls scores on Hidden Figures were also significant at the .05 level with Acceptance of Limitation, Caution, and Social Values (Table 46). Since most of the measurement of verbal intelligence is convergent thinking, one would expect somewhat of a similar pattern of relationships between these instruments which was borne out in the statistical findings. The girls also showed a high negative correlation between Gestalt Transformation and Role in Public Life. In general, it appears that achievement and goals are not significantly correlated for the dropout student. This may indicate a lack of reality in their orientation to the adult role in life, consequently the tendency for unproductivity and non-adaptation.

Creativity or Divergent Thinking: Divergent Thinking was measured by three tests of associational fluency, one word fluency, three ideational fluency, one spontaneous flexibility, and two tests of originality.

Scores on Simile Insertion, an open-end test ranged from 0 to 31 with a mean of 13.3 (boys) and 12.6 (girls). Norms were not available, but a comparison of mean scores with high school honors students (20.7) indicated the dropout students' mean scores were approximately 40 percent lower on this test of semantic relations in associational fluence. Since Simile Insertion requires the production of words from a restricted area of meaning, it requires that the individual have sufficient vocabulary to perform the function. The low scores may indicate the lack of vocabulary of the dropout which will prevent him from doing well on Simile Insertion. This will be reflected in high correlations with the Nelson Silent Reading Test.

TABLE 40

TEST SCORE INTERCORRELATIONS: GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND LIFE GOALS
MALE
N = 56

	G	R	A	S	E	O	F	T	P	M
A	.060	-.001	.162	.183	-.095	-.079	-.077	.194	.013	.070
B	-.095	.244	-.068	-.016	-.042	.022	.130	-.011	.270*	-.150
C	.022	-.004	.006	.010	.033	-.171	-.313*	.051	.016	.002
D	.019	.122	-.213	-.171	-.114	-.346**	-.114	.207	.051	-.019
E	-.017	.291*	-.013	-.085	.044	-.111	.192	.263*	.248	.087
F	-.177	.008	-.119	-.058	-.022	-.115	-.171	-.077	.087	-.259*
G	.241	.099	.212	.193	.073	.158	.228	.337**	.283*	.155
H	.092	-.102	.116	.097	-.039	-.194	-.193	.139	.027	-.044
I	-.075	.086	-.105	-.032	-.096	-.198	-.201	.101	-.053	-.108
J	-.044	.120	.078	.161	-.155	-.157	-.056	.112	.063	-.129
K	.045	.109	.096	.016	.062	-.101	.096	.227	.224	.100
L	.137	.059	.048	.119	.016	-.095	.020	.268*	.173	.036
MEAN	16.469	10.431	14.483	15.793	13.793	12.017	8.810	13.586	11.328	17.379
S.D.	6.785	4.365	5.783	6.086	5.412	5.542	4.655	5.181	4.152	5.678

** .01 Level of Significance

* .05 Level of Significance

TABLE 41

TEST SCORE INTERCORRELATIONS: GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND LIFE GOALS INVENTORY
FEMALE
N = 21

	G	R	A	S	E	O	F	T	P	M
A	-.016	-.149	.194	-.017	-.149	-.189	-.288	-.346	-.129	-.044
B	-.000	.088	.191	.300	.205	.268	.062	.312	.288	.347
C	.075	-.190	.178	.202	.231	.003	-.352	-.084	-.014	.091
D	.033	.233	-.117	.078	.521**	.273	.379	.386	.509*	-.112
E	-.096	.013	-.069	.001	.325	.212	.242	.222	.292	-.040
F	.014	-.133	.118	-.059	.201	.106	-.269	-.070	.008	.190
G	-.023	.263	.159	.082	.433*	.116	-.114	.225	.124	-.032
H	.385	-.083	.219	.222	.293	.393	-.010	-.011	.066	.358
I	.258	.496*	.431*	.429*	.298	.089	-.097	.327	.033	-.207
J	.166	.063	.068	.066	.469*	.259	.033	.257	.309	.112
K	.104	.342	-.005	.183	.507*	.332	.232	.396	.138	.007
L	.276	.151	.315	.208	.173	.143	-.211	-.048	.171	.188
MEAN	12.091	12.045	10.590	15.409	11.045	12.273	11.864	15.909	13.182	9.091
S.D.	6.164	4.123	5.941	5.342	5.669	5.239	4.279	5.335	3.800	3.115

** .01 Level of Significance

* .05 Level of Significance

TABLE 42

TEST SCORE INTERCORRELATIONS: VERBAL AND NON-VERBAL I.Q. AND LIFE GOALS
MALE
N = 56

	A	B	C	D	E	F	G	H	I	J	K	L
SRA Pre	.124	.036	-.055	-.087	-.002	.037	.236	.054	-.347**	.023	.125	-.127
SRA Post	-.166	-.035	.163	-.015	.114	-.019	.202	.178	.265*	.284*	.070	.170
Henmon-Nelson	.502**	.073	-.003	-.010	-.013	-.067	.341**	.151	-.241	.158	.247	-.129
MEAN	20.536	16.982	19.946	21.821	30.357	30.036	52.929	31.107	15.107	27.607	37.250	36.929
S.D.	2.796	3.739	3.782	4.191	4.634	5.595	8.594	4.008	4.607	5.112	6.348	6.045

** .01 Level of Significance

* .05 Level of Significance

TABLE 43

TEST SCORE INTERCORRELATIONS: VERBAL AND NON-VERBAL IQ AND LIFE GOALS
FEMALE
N = 22

	A	B	C	D	E	F	G	H	I	J	K	L
SRA Pre	-.340	.113	-.097	.221	.316	-.143	-.319	-.042	-.305	-.132	-.165	-.412*
SRA Post	-.561**	.049	-.080	.050	.010	-.188	-.137	.239	-.105	.255	.070	-.122
Henmon-Nelson	-.146	.428*	-.002	.431*	.337	-.263	.249	.251	-.272	.318	.526**	-.037
MEAN	19.143	17.905	18.952	23.190	32.810	27.714	52.286	29.190	14.714	26.762	39.619	33.714
S.D.	2.552	4.122	3.612	3.516	3.027	5.312	5.993	3.723	2.028	3.820	5.731	5.031

** .01 Level of Significance

* .05 Level of Significance

TABLE 44

TEST SCORE INTERCORRELATIONS: NELSON SILENT READING (PRE AND POST) AND LIFE GOALS
FEMALE N = 20
MALE N = 52

	NELSON SILENT READING - Pre Test (FEMALE)			(MALE)			NELSON SILENT READING - Post Test (FEMALE)			(MALE)		
	Voc.	Comp.	Total Read.	Voc.	Comp.	Total Read.	Voc.	Comp.	Total Read.	Voc.	Comp.	Total Read.
A	-.251	.088	-.111	.291*	.199	.260	-.304	.100	-.210	.251	.227	.227
B	.403	.413	.424*	-.117	-.217	-.176	.418	.385	.428*	-.132	-.151	-.199
C	-.010	.178	.079	-.161	-.184	-.173	-.049	.038	.011	-.126	-.164	-.182
D	.312	.038	.211	-.042	-.012	-.027	.447*	.229	.360	-.126	-.045	-.096
E	.148	.075	.123	-.074	-.179	-.128	.262	.269	.282	-.066	.020	-.089
F	-.292	-.002	-.167	.016	-.179	-.088	.375	-.142	-.258	-.031	-.076	-.094
G	.237	.115	.195	.195	.080	.153	.141	.167	.179	.217	.220	.191
H	.121	.142	.127	.076	.035	.054	.233	.079	.174	.107	.130	.088
I	-.211	-.328	-.291	-.104	-.130	-.123	-.220	-.348	-.291	-.077	-.063	.090
J	.349	.094	.275	.008	-.050	-.025	.173	.224	.225	-.008	.040	-.017
K	.473*	.274	.399	.102	-.008	.060	.485*	.438*	.489*	.138	.125	.090
L	-.105	.033	-.055	-.048	-.141	-.098	-.097	-.092	-.094	.013	-.024	-.022
MEAN	54.818	44.909	99.273	52.542	37.288	89.931	57.350	50.000	107.200	54.340	46.269	99.717
S.D.	14.950	10.730	25.083	15.718	14.259	27.863	12.360	12.004	23.266	14.575	14.856	28.802

** .01 Level of Significance

* .05 Level of Significance

TABLE 45

TEST SCORE INTERCORRELATIONS: LIFE GOALS AND CONVERGENT PRODUCTION
MALE
N = 50

	HF	GT	CW
A	.100	.135	.048
B	.133	-.016	-.060
C	.063	-.136	-.128
D	-.135	.016	-.065
E	.326*	.005	.111
F	.205	-.169	-.054
G	-.060	.089	.217
H	-.009	-.001	.038
I	.292*	-.026	.172
J	.041	.059	.060
K	.116	.106	.174
L	-.135	-.009	.140
MEAN	17.489	9.260	6.404
S.D.	4.515	3.135	3.050

** .01 Level of Significance

* .05 Level of Significance

TABLE 46

TEST SCORE INTERCORRELATIONS: LIFE GOALS AND CONVERGENT PRODUCTION
FEMALE
N = 21

	A	B	C	D	E	F	G	H	I	J	K	L
HF	-.368	.416*	-.002	.493*	.508	-.225	.243	.356	-.390	.374	.434*	-.212
CW	-.324	.078	-.024	.046	.248	-.131	-.068	.275	-.170	.133	.014	-.308
GT	-.096	.258	-.212	-.059	-.135	-.253	.031	.131	-.547**	.125	.195	-.108
MEAN	19.143	17.905	18.952	23.190	32.810	27.714	52.286	29.190	14.714	26.762	39.619	33.714
S.D.	2.555	4.122	3.612	3.516	3.027	5.312	5.993	3.723	2.028	3.820	5.731	5.031

** .01 Level of Significance

* .05 Level of Significance

There was a difference between the means of the boys and the girls on Possible Jobs with the boys scoring significantly higher (.01 level). A comparison of the male mean (19.000) with a high school honors group (23.74) again indicated a lower level of functioning in the production of many relationships or related ideas appropriate in meaning and response to a given idea. Again it may be the lower reading achievement level that is reflected in this test of associational fluency. It must also be taken into consideration that these scores may be considerably higher than they would have been if the tests had been administered at the beginning of summer session as the training in classification and the approaches to creative problem-solving were presented in the classes using Upton's Creative Analysis. Only a pre test approach could determine the amount of influence that this approach to learning may have had on divergent thinking test scores.

Word Fluency measured the ability to produce rapidly a list of words each of which satisfies the specified requirement that it begin with a certain letter. Meaning or semantic content was irrelevant as only the symbolic or structural aspect of the word was relevant. No significant difference was found between the means of the boys (36.518) and the girls (37.619). These mean scores ranked about the 15th centile on norm data taken from one study of high school graduates with some college education. A comparison with a high school honors group whose mean score was 57.87 or 86th centile indicates a wide variation between the dropout group and the honors group. Again vocabulary weaknesses, poor spelling, and a general attitude of indifference toward a "timed task may have exercised a strong influence on these depressed scores."

Associational Fluency is the ability to generate information from given information with the emphasis on a variety of output from the same source. This divergent production of semantic relationships indicated almost no difference between the mean scores of the boys (10.673) and the girls (10.667), but this instrument did not show as wide a disparity as the results of the other tests of fluency with earlier research studies. The dropout students ranked at the 32nd centile on the sample norms in the administration manual.

Alternate Uses is the ability to generate information from given information, where the emphasis is upon variety of output from the same source. Semantic spontaneous flexibility showed a significant difference between the means of the boys (13.5714) and the girls (11.5789) at the .01 level of confidence. Norms placed the mean raw score for the boys at the 18th centile and the mean raw score for the girls at the 12th centile. An impoverished experimental background may be reflected in these scores. Most of the dropouts were rather limited in background enrichment of experiences as much of their life showed a high degree of perseverative experiences (devoid of variety). The high school honors group had a mean score of 33.45 or 95th centile as a comparison. The total range of scores for the dropout group was 0 to 33.

Consequences-Remote gives a score for originality, while Consequences-Obvious is a measure of ideational fluency or the ability to produce rapidly a variety of units of semantic content. There was no significant difference between the mean scores of the boys (6.608) and the girls (6.526) on Consequences-Remote. It was below the mean score of the high school graduates (boys = 11.1 and girls = 9.2) given in the administration guide. The dropouts ranked at the 40th centile on the ninth grade norms. Another study found a mean of 8.5 and a standard deviation of 4.2. College honors students obtained a mean of 22.457 and a standard deviation of 8.430.

Consequences-Obvious showed a significant difference between the mean scores of the boys (38.087) and the girls (40.8571). These ranked at the 46th centile and the 48th centile respectively on ninth grade norms. A comparison with high school graduates showed a mean score for the boys of 43.7 and 52.3 for the girls. Another sample (208 aviation cadets) obtained a mean of 12.8 with a standard deviation of 4.7. The mean raw score of college honors students was 40,668 with a standard deviation of 12.239. Probably the ratio of remote to obvious responses on the Consequences test is as important as the actual score since it gives an indication of the rigidity-flexibility in the thinking process of the students as well as the ability to do original thinking. Observation would indicate that the work with Creative Analysis may be directly reflected in these scores.

Plot Titles - High is the divergent production of semantic transformations or the production of a variety of changes of interpretation, neither immediate nor obvious, that are appropriate to a general requirement. This test attempts to measure originality or the ability to produce remotely associated, clever, or uncommon responses. The mean raw score for the boys was 1.821 and 1.500 for the girls. No norms were available, but a comparison with some of the research studies indicated that one sample (aviation cadets) had a mean of 7.6 with a standard deviation of 4.5; a gifted secondary school students sample had a mean of 7.84 and a standard deviation of .66; and a high school honors group obtained a mean raw score of 6.61 with a standard deviation of 3.33. The dropouts appeared to experience difficulty in expressing original titles which require the use of humor in communication.

Plot Titles - Low represents ideational fluency which emphasizes quantity of ideas rather than quality. There was a significant difference between the boys and girls at the .05 level of confidence. The mean raw score for the boys was 11.220 and 10.000 for the girls. This was comparable to the high school honors group mean score of 10.16 and superior to the college honors students with 7.60. The study with the aviation cadet sample showed a mean score of 12.6 with a standard deviation of 6.6. The dropout group scored on idational fluency (both in Plot Titles - Low and Consequences - Obvious) among the tests of creativity.

An analysis of test score intercorrelations of the creativity battery with the creativity battery found significant relationships on the tests of associational fluency (Simile Insertion, Associational Fluency, Possible Jobs) and word fluency (Word Fluency), one test of originality (Consequences-Remote), and ideational fluency (Consequences-Obvious) for the boys. The correlation between originality (Plot Titles - High) and fluency was not significant nor was spontaneous flexibility (Alternate Uses) with word fluency and one test of associational fluency (Simile Insertion), although it was significant with another instrument of associational fluency (Possible Jobs). Ideational fluency (Plot Titles-Low) had a significant relationship with associational fluency (Possible Jobs) at the .01 level and at the .05 level with word fluency and spontaneous flexibility (Alternate Uses). (Table 47).

The creativity test scores for the girls indicated significant correlation (.01 level) between associational fluency (Simile Insertion, Associational Fluency, Possible Jobs) and spontaneous flexibility (Alternate Uses). Simile Insertion did not support the significant relationship with Word Fluency that the other two tests of associational fluency (Possible Jobs, Associational Fluency) did. No significant relationship was found between originality (Consequences - Remote and Plot Titles - High) and word fluency. Both Simile Insertion and Possible Jobs showed high correlations with originality as measured by Consequences-Remote yet low correlation with Plot Titles-High. (Table 48).

Other research studies with these instruments have not found this high intertest score correlation. In most research studies, these creativity instruments have shown little or no correlation to each other. With the exception of Plot Titles, the dropout students showed an unusual degree of similarity of mode of scores for the other creativity tests.

Temperament and creativity show very little relationship with this group. The boys showed one significant relationship be-

TABLE 47

TEST SCORE INTERCORRELATIONS: CREATIVITY BATTERY AND CREATIVITY BATTERY
MALE
N = 40 to 56

	N=48 SI	N=49 PJ	N=56 WF	N=52 AF	N=40 AU	N=51 C-R	N=55 C-O	N=55 C-T	N=28 Pt-Hi	N=50 PT-Lo
SI	1.000	.589**	.635**	.546**	.118	.620**	.446**	.542**	.060	.167
PJ		1.000	.667**	.636**	.420**	.482**	.592**	.650**	.128	.504**
WF			1.000	.615**	.266	.462**	.642**	.695**	.262	.332*
AF				1.000	.435**	.528**	.514**	.599**	.166	.236
AU					1.000	.457**	.335*	.434**	-.186	.343*
C-R						1.000	.257	.475**	.360*	.136
C-O							1.000	.475**	.046	.547**
C-T								1.000	.111	.526**
PT-Hi									1.000	-.215
PT-Lo										1.000
MEAN	13.333	19.000	36.518	10.673	14.100	6.608	38.691	44.818	1.821	11.220
S.D.	6.631	6.702	10.725	5.129	8.814	4.825	18.937	21.134	.945	5.223

** .01 Level of Significance

* .05 Level of Significance

TABLE 48

TEST SCORE INTERCORRELATIONS: CREATIVITY BATTERY AND CREATIVITY BATTERY
FEMALE
N = 20

	N=20 SI	N=21 PJ	N=21 WF	N=21 AF	N=19 AU	N=19 C-R	N=21 C-O	N=21 C-T	N=12 PT-Hi	N=20 PT-Lo
SI	1.000	.854**	.411	.751**	.898**	.625**	.537**	.647**	.316	.452*
PJ		1.000	.519*	.721**	.820**	.758**	.513*	.657**	.271	.389
WF			1.000	.619**	.228	.155	.629**	.573**	.324	.602**
AF				1.000	.582*	.445*	.675**	.718**	.391	.630**
AU					1.000	.797**	.446*	.613**	.475*	.275
C-R						1.000	.378	.618**	.474*	.198
C-O							1.000	.965**	.783**	.376
C-T								1.000	.799**	.365
PT-Hi									1.000	.162
PT-Lo										1.000
MEAN	12.600	15.524	37.619	10.667	11.579	6.526	40.857	46.762	1.500	10.000
S.D.	5.915	6.940	10.186	5.102	8.030	5.358	15.383	18.493	.905	4.963

** .01 Level of Significance

* .05 Level of Significance

tween originality (Plot Titles-High) and Ascendance at the .01 level of confidence. Associational fluency was significant at the .05 level with Thoughtfulness and Ascendance. Another test of associational fluency (Possible Jobs) showed a significant correlation (.05 level) with Thoughtfulness. All the creativity tests showed negative correlations with the temperament traits of Restraint and Emotionality. Objectivity, Friendliness, and Personal Relations also indicated negative relationships with most of the divergent thinking instruments for the boys. (Table 49).

The girls also showed the negative correlations between Restraint and the creativity battery. Approximately half the tests were also negative relationships with Ascendance. A significant correlation at the .01 level of confidence was noted between Sociability and originality (Plot Titles-High). Several correlations reached the .05 level of significance: General Activity and ideational fluency (Plot Titles-Low): Sociability and associational fluency: Friendliness and associational fluency (Possible Jobs); and Friendliness and originality (Consequences-Remote). (Table 50).

These findings on the relationship between creativity and temperament would agree with other studies which have also found little or no relationship between these factors.

All creativity tests except Plot Titles had a high correlation (.01 level of significance) with verbal I.Q. for the boys.. This was not true for the girls where associational fluency (Simile Insertion, Possible Jobs) and spontaneous flexibility (Alternate Uses) were the only significant correlations with the Henmon-Nelson I.Q. (.05 level). High correlations are not usually expected between traditional I.Q. tests (which require verbal comprehension and general reasoning) and tests of divergent thinking as the assumption has been that creativity tests measure a particular ability (based on factor analysis). The fact that Plot Titles-Low showed a low correlation with the other creativity tests, it was assumed that this instrument would also discriminate on correlations with other instruments which was borne out with I.Q. (Table 51). The high relationships between verbal intelligence and divergent thinking would also explain why the dropout students appeared to score below average on creativity tests (with their low average verbal I.Q.).

Ideational fluency (Consequences-Obvious and Plot Titles-Low) and non-verbal I.Q. showed a significant relationsnip on both pre and post tests (.01 level of confidence) for the boys. Word Fluency was also significant on the pre test (.01 level) and the post test (.05 level). Associational fluency (Possible Jobs) did not show a significant relationship on the pre test, but reached the .01 level of confidence on the post test. The girls showed a relationship between associational fluency (Simile Insertion and Possible Jobs) and non-verbal intelligence (.05 level) on both the pre and post test. Word Fluency, Associational Fluency, and Plot Titles-Low (ideational fluency) reached the .01 level of confidence on the post test of the SRA Non-Verbal instrument (Table 52).

All divergent thinking instruments except Alternate Uses and Plot Titles showed significant correlations with the Nelson Silent Reading Test (pre and post) at the .01 level of confidence. As the dropouts were below grade level in reading, it appears that a certain level of reading achievement may be necessary if creative thinking is to be accomplished. The background necessary for divergent production or for the creative process to occur may depend to a considerable extent upon the reading knowledge of the individual. Spontaneous flexibility (Alternate Uses) and reading scores indicate more scatter, but they are still significant at the .05 level. Ideational fluency (Plot Titles-Low), which was among the highest scores on divergent thinking tests, was not significantly correlated to reading scores. Work in Creative Analysis may have exercised a greater influence on ideational fluency than on the other types of fluency, flexibility, originality, and redefinition. The scores on the girls for Word Fluency and Comprehension on both pre and post tests were not significant. Consequences-Obvious, another measure of ideational fluency reached the .05 level which was not as high as the other correlations of the divergent thinking instruments and the Nelson Silent Reading (pre and post). (Tables 53 and 54).

In the area of convergent production, two instruments, Hidden Figures and Gestalt Transformation, showed no significant correlations with divergent thinking except for Consequences-Remote (with Hidden Figures) and Simile Insertion and Alternate Uses with Gestalt Transformation. Figural redefinition and originality was a high negative correlation, whereas semantic redefinition showed a high positive correlation, with one test of associational fluency and spontaneous flexibility for the boys. The girls showed a very different pattern of responses as associational fluency was significant with all three convergent thinking tests. Originality did not correlate highly with convergent thinking as there was no significance with Plot Titles-High. There was no significant relationship between figural redefinition (Hidden Figures) and Word Fluency, nor between semantic redefinition (Gestalt Transformation) and Word Fluency, ideational fluency (Consequences-Obvious or Plot Titles-Low), or originality (Plot Titles-High), nor between symbolic redefinition (Camouflaged Words) and originality (Consequences-Remote and Plot Titles-High). (Tables 55 and 56).

TABLE 49

TEST SCORE INTERCORRELATIONS: GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY AND DIVERGENT THINKING
MALE
N = 50

	G	R	A	S	E	O	F	T	P	M
SI	.255	-.187	.185	.167	-.220	.145	.266	.252	-.019	.154
PJ	.212	-.215	.198	.208	-.160	-.072	-.139	.305*	-.079	.221
WF	.151	-.195	.193	.135	-.216	-.002	-.156	.211	-.012	.105
AF	.191	-.223	.319*	.258	-.123	.040	-.150	.330*	-.000	.141
AU	-.087	-.208	.075	.035	-.058	-.022	.044	.120	.108	.060
C-R	.073	-.106	.152	.192	-.247	.025	-.098	.229	-.013	.054
C-O	.254	-.263	.154	.142	-.027	-.043	-.115	.084	-.248	.259
C-T	.254	-.244	.182	.185	-.068	-.018	-.122	.145	-.228	.249
PT-Hi	-.105	-.118	.432**	.153	-.215	-.018	-.054	.197	-.173	-.122
PT-Lo	.145	-.146	-.014	.152	-.193	-.099	-.117	.078	-.181	.234
MEAN	16.569	10.431	14.483	15.793	13.793	12.017	8.810	13.586	11.328	17.379
S.D.	6.785	4.365	5.783	6.086	5.412	5.542	4.655	5.181	4.152	5.678

** .01 Level of Significance

* .05 Level of Significance

TABLE 50

TEST SCORE INTERCORRELATIONS: DIVERGENT THINKING AND GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY
FEMALE
N = 22

	G	R	A	S	E	O	F	T	P	M
Simile Insertion	.090	-.256	-.019	.289	-.042	.105	.287	.104	.027	.216
Possible Jobs	.030	-.135	-.145	.105	.090	.271	.472*	.098	.118	.318
Word Fluency	.253	-.299	.016	.214	.196	.146	.142	.010	.214	.273
Associational Fluency	.305	-.005	.228	.447*	.396	.269	.369	.310	.141	.180
Alternate Uses	-.190	-.219	-.325	.147	.059	.137	.351	.085	.118	.286
Consequences-R	-.064	-.002	-.301	.091	.378	.403	.519*	.276	.183	.443
Consequences-O	.287	-.129	-.010	.325	.356	.109	.187	.223	.392	.175
Consequences-T	.207	-.099	-.089	.304	.393	.157	.298	.278	.378	.201
Plot Titles-High	.232	-.112	.061	.611**	.381	.090	.021	.141	.376	.437
Plot Titles-Low	.527*	-.318	.180	.271	.189	.150	-.037	.137	.048	.295
MEAN	12.090	12.045	10.591	15.409	11.045	12.273	11.864	15.909	13.182	9.091
S.D.	6.134	4.123	5.941	5.342	5.660	5.239	4.279	5.335	3.800	3.115

** .01 Level of Significance

* .05 Level of Significance

TABLE 51

TEST SCORE INTERCORRELATIONS: DIVERGENT PRODUCTION AND HENMON-NELSON I.Q.
MALE
N = 50

	HENMON-NELSON I. Q.	
	Male	Female
Simile Insertion	.707**	.447*
Possible Jobs	.534**	.446*
Word Fluency	.690**	.311
Associational Fluency	.626**	.384
Alternate Uses	.365**	.510*
Consequences-Remote	.526**	.222
Consequences-Obvious	.393**	.250
Consequences-Total	.480**	.295
Plot Titles-High	.227	-.040
Plot Titles-Low	.080	.199
MEAN	94.966	92.409
S.D.	14.389	10.586

** .01 Level of Significance

* .05 Level of Significance

TABLE 52

TEST SCORE INTERCORRELATIONS: DIVERGENT PRODUCTION AND SRA NON-VERBAL I.Q. (PRE AND POST TESTS)
FEMALE N = 22
MALE N = 56

	SRA NON-VERBAL IQ (PRE)		SRA NON-VERBAL IQ (POST)	
	Male	Female	Male	Female
Simile Insertion	.312*	.447*	.182	.558*
Possible Jobs	.218	.446*	.518**	.503*
Word Fluency	.362**	.311	.301*	.657**
Associational Fluency	.177	.384	.194	.701**
Alternate Uses	.172	.510*	.284*	.395
Consequences-Remote	.069	.222	.087	.316
Consequences-Obvious	.372**	.250	.554**	.484*
Consequences-Total	.343**	.295*	.523**	.492*
Plot Titles-High	-.009	-.040	-.065	.320
Plot Titles-Low	.345**	.199	.978**	.980**
MEAN	105.305	102.318	118.250	117.550
S.D.	15.109	15.373	15.272	17.146

** .01 Level of Significance

* .05 Level of Significance

TABLE 53

TEST SCORE INTERCORRELATIONS: NELSON SILENT READING TEST (PRE AND POST) AND DIVERGENT THINKING
MALE
N = 50

	NELSON SILENT READING TEST					
	Pre Test			Post Test		
	Vocabulary	Comprehension	Total	Vocabulary	Comprehension	Total
SI	.637**	.571**	.639**	.623**	.690**	.691**
PJ	.577**	.566**	.607**	.473**	.544**	.539**
WF	.672**	.606**	.670**	.608**	.711**	.668**
AF	.684**	.699**	.718**	.647**	.670**	.686**
AU	.293*	.301*	.306*	.250	.353*	.319*
C-R	.552**	.513**	.553**	.433**	.542**	.535**
C-O	.409**	.486**	.474**	.330*	.484**	.455**
C-T	.501**	.567**	.565**	.511**	.576**	.544**
PT-Hi	.315*	.255	.303*	.054	.299*	.186
PT-Lo	.053	.197	.132	.066	.157	.140
MEAN	52.542	37.288	89.831	54.340	46.269	99.717
S.D.	15.718	14.259	27.863	14.575	14.856	28.802

** .01 Level of Significance

* .05 Level of Significance

TABLE 54

TEST SCORE INTERCORRELATIONS: NELSON SILENT READING (PRE AND POST) AND DIVERGENT THINKING
FEMALE
N = 20

	NELSON SILENT READING TEST					
	Pre Test			Post Test		
	Vocabulary	Comprehension	Total	Vocabulary	Comprehension	Total
SI	.723**	.599**	.694**	.680**	.582**	.658**
PG	.768**	.603**	.722**	.720**	.590**	.682**
WF	.530*	.341	.476**	.468*	.244	.373
AF	.783**	.568**	.711**	.665**	.536*	.629**
AU	.749**	.701**	.759**	.748**	.710**	.769**
C-R	.733**	.643**	.723**	.590**	.663**	.654**
C-O	.499*	.457*	.502*	.469*	.352	.427*
C-T	.636**	.576**	.635**	.576**	.492*	.557**
PT-Hi	.507*	.425*	.490*	.340	.569**	.489*
PT-Lo	.379	.062	.264	.088	.047	.072
MEAN	54.818	44.909	99.273	57.350	50.000	107.200
S.D.	14.950	10.730	25.083	12.360	12.004	23.266

** .01 Level of Significance

* .05 Level of Significance

TABLE 55

TEST SCORE INTERCORRELATIONS: DIVERGENT THINKING (C[illegible]ATIVITY) AND CONVERGENT PRODUCTION
MALE
N = 50

	H. F.	G. T.	C. W.
SI	.039	.288*	.305*
PJ	.145	.208	.478**
WF	.221	.101	.462**
AF	.084	.267	.358**
AU	-.176	.474**	.355**
C-R	-.353*	.234	.010
C-O	.206	.054	.401**
C-T	.129	.088	.354**
PT-Hi	.102	.151	.085
PT-Lo	.034	-.023	.238
MEAN	17.489	9.260	6.404
S.D.	4.515	3.135	3.052

** .01 Level of Significance

* .05 Level of Significance

TABLE 56

TEST SCORE INTERCORRELATION: DIVERGENT THINKING (CREATIVITY) AND CONVERGENT PRODUCTION

FEMALE
N = 20

	H. F.	G. T.	C. W.
SI	.814**	.621**	.645**
PJ	.753**	.738**	.487*
WF	.396	.332	.573**
AF	.746**	.452*	.718**
AU	.805**	.618**	.532*
C-R	.594**	.692**	.331
C-O	.474*	.236	.498*
C-T	.583**	.407	.530
PT-Hi	.208	.254	.298
PT-Lo	.428*	.106	.662**
MEAN	17.333	6.950	6.048
S.D.	6.135	3.023	2.598

** .01 Level of Significance

* .05 Level of Significance

There were very few significant correlations between divergent production tests and life goals for either the boys or girls. Associational fluency (*Simile Insertion*) indicated a relationship at the .05 level of confidence with Necessities of Life, Pleasure and *Possible Jobs* with Role in Public Life for the boys. They also had a significant correlation ideational fluency (*Plot Titles-Low*) and Moral Values. Significant negative correlations were found between originality (*Consequences-Remote*) and Love and Submissiveness, and between *Plot Titles-High* and Family and Affection, and Submissiveness. Spontaneous flexibility (Alternate Uses) was also a negative relationship with Love. (Table 57).

The girls showed a negative correlation between associational fluency (*Simile Insertion*) and Necessities of Life, Pleasure, and Role in Public Life (.01 level); *Possible Jobs* with Role in Public Life (.05 level); *Associational Fluency* with Acceptance of Limitations, Caution; and *Word Fluency* with Avoidance of Hardships (.05 level). Ideational fluency (*Plot Titles-Low*) was also a negative relationship with Necessities of Life, Pleasure (.05 level) and *Consequences-Obvious* with Acceptance of Limitations, Caution (.05 level). The girls had all negative correlations with Necessities of Life and Pleasure, except for *Consequences-Remote*, whereas the boys were almost all negative on Affection and Family and Love. (Table 58).

TABLE 57

TEST SCORE INTERCORRELATIONS: DIVERGENT THINKING AND LIFE GOALS
MALE
N = 56

	A	B	C	D	E	F	G	H	I	J	K	L
SI	.299*	-.122	-.154	-.222	.018	-.104	.125	.177	-.012	-.028	.087	.059
PJ	.246	-.141	-.027	-.062	.130	-.046	.202	.198	.307*	.067	.184	.176
WF	.102	-.051	-.171	-.112	.121	-.125	.227	.087	.216	.092	.106	-.047
AF	.229	-.225	-.086	-.080	-.109	-.219	.073	.056	.010	-.013	.119	.044
AU	.201	.093	-.259*	.184	-.149	-.213	.123	-.054	.024	.115	.054	.137
C-R	.154	-.149	-.294*	-.022	-.307*	-.219	.012	-.051	-.033	-.044	-.139	-.108
C-O	-.047	-.118	-.094	-.140	.129	-.169	.110	.027	-.001	.001	.132	-.033
C-T	-.016	-.142	-.152	-.125	.057	-.199	.108	.015	.000	-.001	.084	-.055
PT-Hi	-.124	-.266*	.129	.185	-.017	.261*	.234	.094	-.092	.224	-.031	.206
PT-Lo	-.066	-.047	.100	.029	.042	-.039	.240	.249	.247	.334*	.036	.251
MEAN	20.536	16.982	19.946	21.821	30.357	20.036	52.929	21.107	15.107	27.607	37.250	36.929
S.D.	2.796	3.739	3.782	4.191	4.634	5.595	8.594	4.008	4.607	5.112	6.348	6.045

** .01 Level of Significance

* .05 Level of Significance

TABLE 58

TEST SCORE INTERCORRELATIONS: DIVERGENT THINKING AND LIFE GOALS
FEMALE
N = 21

	A	B	C	D	E	F	G	H	I	J	K	L
SI	-.441*	.340	-.169	.221	.245	-.419	-.075	.308	-.540**	.148	.261	-.250
PJ	-.363	.296	-.220	.297	.059	-.409	-.041	.237	-.517*	.155	.376	-.105
WF	-.145	.045	-.100	.119	-.233	-.432*	-.326	.114	-.063	-.147	-.130	-.004
AF	-.387	.222	-.066	.448*	.236	-.408	.034	.288	-.042	.094	.373	-.057
AU	-.515	.437*	-.057	.296	.359	-.244	.046	.241	-.372	.245	.397	-.277
PT-Hi	-.071	.397	.387	.245	.042	.035	.071	.024	.198	.342	.204	.326
PT-Lo	-.550**	-.068	-.120	-.054	.005	-.188	-.185	.200	-.067	.196	-.038	-.179
C-R	.515*	.350	-.104	.392	.140	-.173	.161	.054	-.295	.387	.595**	-.151
C-O	-.217	.118	.133	.481*	.024	-.200	-.165	.309	-.160	-.041	.218	.156
C-T	-.335	.180	.053	.523*	.064	-.249	-.101	.252	-.234	.045	.340	.054
MEAN	19.143	17.905	18.952	23.190	32.810	27.714	52.286	29.190	14.714	26.762	39.619	33.714
S.D.	2.555	4.122	3.612	3.516	3.027	5.312	5.993	3.723	2.028	3.820	5.731	5.031

** .01 Level of Significance

* .05 Level of Significance

Conclusions:

Conclusions can be drawn from this study of temperament, anxiety, self-perception, intelligence, achievement, convergent production, life goals, and divergent production as they refer to the 1965 Orange County Summer Guidance School students. These students will be compared with the 1964 summer school students on verbal intelligence, reading achievement, reading vocabulary, and arithmetic.

Temperament: Both boys and girls rated low on all temperament traits of general activity, restraint, ascendance, sociability, emotional stability, objectivity, friendliness, thoughtfulness, personal relations, and masculinity-femininity, except the girls who scored high on femininity. The boys were more active, displayed more energy, vitality, and efficiency than the girls, but it was still below average in activity level. The boys almost seemed unable to concentrate on any activity for any length of time as there was some evidence of simply keeping in motion. Both boys and girls exercised little restraint which often caused them to become involved in situations beyond their control. The girls felt shy in meeting others, in becoming involved in group activities, and tended to avoid being conspicuous or actually being identified. The boys did more bluffing, were more conspicuous, showed more leadership habits and social boldness. Neither the boys nor the girls formed close contacts with each other as groups. Their low sociability accounted for much of their indifference to school activities and avoidance of social contacts. They moved slowly into group counseling and many never did become a functional part of any group.

These are lonely young people who express feelings of loneliness, guilt, and worry. They do not consider themselves emotionally stable, and are aware of the fluctuation of their moods, interests, and energy. A lack of objectivity causes them to be hypersensitive, suspicious, and self-centered, and see themselves as surrounded by a hostile world. They show their resentment, belligerence, and hostility in their attempt to dominate others. They have little respect or tolerance for their peers or adults. They are not interested in thinking about or observing themselves, nor are they philosophically inclined. Not being particularly reflective or meditative, they do not show much thoughtfulness in their total behavior pattern. Neither the boys nor the girls have learned to handle personal relations, consequently, they are hypercritical of people and institutions and often are prone to self-pity. The girls considered themselves to be very feminine in their interests, but exhibited many behavior patterns which would indicate their self-doubt, (exaggerated hair styles and dress). The boys express the usual masculinity traits which influence their overt behavior of trying to prove themselves, but not in the usual adolescent male role as they feel too insecure, and over-compensate with the hostile, aggressive behavior. The boys feel they are not participants in life, and do not do anything, and prefer to work. They are aware of their lack of restraint and the things that have happened to them as a result of this lack of control. They do not consider themselves leaders nor feel that they possess leadership ability and tend to emphasize this factor. They profess to dislike social participation, but it may be due to the lack of success in social situations. A superficial attitude of casual indifference actually covers a great amount of worry and concern over their own emotional stability. The boys are aware of their hostility and consider it to be autocorrective, or their best answer to a hostile world. They do not want to be considered thoughtful, reflective, or observant of the behavior of others, as it is too threatening to themselves. The boys considered themselves to have few masculine traits and the girls rated themselves very low on femininity. This lack of role identity was observed in many situations throughout the year.

Anxiety: These students operate on a higher than average level of anxiety. The girls show much greater anxiety than the boys, but both sexes are above average in the amount of evidence of clinical behaviors defining manifest anxiety. It was found that anxiety ratings were very helpful in grouping students, since this is a behavioral level of control that a teacher may utilize. There appears to be a maximum level of anxiety that can be tolerated in a learning environment and if the limit is exceeded, the group could not function and disintegration of control occurred in the classroom.

Self-Perception: Identity counseling was not effective with these dropout students. Actually, there was greater diffusion after the exposure to this form of counseling than there had been in the beginning. No evaluation was made of the ability of the counselor to handle identity counseling. It can not be concluded that this form of counseling will not work, but there must be further exploration into both the role of tne counselor and the counselee before a valud conclusion can be made. Other findings indicate a serious need for identity counseling for these students, whether it be in this theoretical frame of reference or another.

Verbal Intelligence: The 1965 group (N=86) mean I.Q. was 94.074 with a standard deviation of 13.458 and a standard error of 1.495. The 1964 group (N=55) mean I.Q. was 90.691 with a standard deviation of 10.227 and a standard error of 1.379. The 1965 group was significantly higher in verbal intelligence than the 1964 group.

The 1965 group of 59 boys showed a mean I.Q. of 94.695 with a range from 66.000 to 137.000 I.Q. The 27 girls had a mean I.Q. of 92.409 with a range of 78.000 to 122.000 I.Q.

The 1964 group of 36 boys showed a mean I.Q. of 92.222 with a range from 69.000 to 111.000 I.Q. The 19 girls had a mean I.Q. of 88.611 with a range of 69.000 to 105.000.

In both years, the boys had a higher verbal I.Q. than the girls, although the 1965 group, both boys and girls, were superior to the 1964 in their scores on the Henmon-Nelson.

Non-Verbal Intelligence: Non-verbal intelligence was measured at the beginning of the six weeks and again the last week as it was believed that through the use of Creative Analysis, the score would be increased for the individual student. No control group was used so the hypothesis could not be proved. The pre test mean I.Q. for the group was 104.494 which increased to 118.051 on the post test. The boys began with 105.305 and ended with 118.250, whereas the girls started with a mean I.Q. of 102.318 and achieved 117.546 at the end of the summer school. It appeared that the word with Creative Analysis had been beneficial to these students. Scores ranged from 67 to 135 I.Q. on the pre test and from 79 to 146 on the post test.

The boys who scored high on non-verbal intelligence tended to score high on verbal intelligence while those who scored low tended to score low. The girls did not show this relationship between the verbal and non-verbal intelligence.

The boys showed little relationship between temperament factors and non-verbal intelligence, but a definite relationship between verbal intelligence and Ascendance, Thoughtfulness, and Masculinity. The girls indicated a relationship between their General Activity scores and non-verbal intelligence, going from a negative to a positive correlation, however, they showed no significant relationship with verbal intelligence and temperament.

Achievement-Reading: The Nelson Silent Reading (Form A) was administered to the 1965 group the first week and Form B the sixth week. The students began at the 7.8 level or grade equivalent and ended 8.6 grade equivalent which meant the boys increased from 7.5 to 8.4 and the girls showed a gain from 8.4 to 9.1. By the way of comparison, the 1964 group began at 7.7 grade equivalent and reached 8.1 at the end of the six weeks session. The 1965 group showed a greater gain in reading achievement. Both years, however, indicated a significant gain in reading vocabulary and the 1965 group also showed a gain in Comprehension beyond the .01 level of confidence. The type of individualized help given in the reading class was valuable to these students.

Reading vocabulary scores on the Wide Range Achievement Test for the 1965 group was at the 9.0 grade level, whereas the 1964 group scored at the 8.3 grade level. The 1965 group ranged from 3.5 to 14.8 grade level, and the 1964 group ranged from 1.0 to 13.4. It was expected that the pronunciation of words would be at a higher level than the actual vocabulary meaning and reading comprehension as most of these students have been exposed to these words somewhere in their years of education and may have picked up the words without really understanding their meaning.

On the California Achievement Test - Reading, the 17 students of the 1965 sample who took the elementary form had a mean reading grade level of 5.7; the 30 students on the junior high form had a mean reading grade level of 8.6; and the 35 students using the advanced form showed a mean reading grade level of 10.2. The overall average grade level was 8.6. This instrument was not used with the 1964 group.

A comparison with the Nelson Silent Reading Test showed that the California Achievement Test indicated a higher grade level achieved by the students. The difficult format on the Nelson Silent Reading Test may have influenced the pre test scores and be reflected in the post test scores as the students were then familiar with the instrument. This significant gain in reading may be due to the test used (Nelson Silent Reading Test).

A definite relationship was found between reading achievement and verbal intelligence, but very little correlation was noted with non-verbal intelligence. The boys scores indicated a relationship between reading comprehension and Restraint and Ascendance on the pre test and also correlations with other temperament factors of Objectivity, Thoughtfulness, and Masculinity. The girls showed a relationship between Friendliness, Emotional Stability, and Objectivity on the post test. It would appear that some of these temperament factors do affect reading achievement.

Achievement - Arithmetic: The 1965 group had a mean grade level of 6.9 on the pre test and 7.7 on the post test. The 1964 group scored 7.6 on the pre test and 8.5 on the post test which indicated this group was superior at the beginning of the session and maintained this superiority through the post test. They ranged from 3.5 to 12.3 on the pre test and 3.8 to 13.6 on the post test. The 1965 group ranged from 3.3 to 13.3 on the pre test and 3.3 to 13.6 on the post test.

Very little relationship was found between temperament traits and achievement in Arithmetic, except with Ascendance for the boys and Emotional Stability for the girls. Both verbal and non-verbal intelligence showed a relationship to arithmetic achievement for the boys, but only verbal intelligence for the girls. Reading achievement was closely related to arithmetic, thus it appears that lack of achievement in one area indicates a lack of achievement in the other.

Convergent Production: In the transformation operation, the dropout students scored higher on semantic redefinition than they did on figural redefinition and symbolic redefinition. On all three instruments, Hidden Figures, Gestalt Transformation, and Camouflaged Words, the mean score was lower than the mean scores of the other specific groups with which these instruments had been used. No group was similar to the dropouts and no norms from a general population were available. All three tests showed higher intercorrelations than have been found in previous test studies.

Restraint showed a relationship with symbolic redefinition for the boys with Emotional Stability being related to this factor for the girls. The girls' scores also related Friendliness and semantic redefinition. Verbal intelligence and convergent thinking had a significant correlation for the girls and to a lesser degree for the boys. Non-verbal intelligence showed a less relationship to the three instruments than the verbal intelligence. Significant relationships were found for both reading achievement and arithmetic achievement with convergent thinking for the girls, but neither the reading test (Nelson Silent Reading) nor arithmetic test was a good predictor of how the boys would score on convergent production instruments.

Life Goals Inventory: The boys indicated different expectations from life than the girls. They considered Necessities of Life, Love, Self-Development, Role in Public Life, Moral Values, and Having Success more important. The girls rated Acceptance of Limitations, Caution, Submissiveness, Avoidance of Hardship, Leader-Fame-Power, and Social Values more important. The two sexes differed greatly on the importance of Avoidance of Hardships and Leader-Fame-Power. Their feelings were similar on the Need for Affection, and Family, Self-Development, Moral Values, and Social Values.

The total profile indicated these students had not moved into the area of Creative Expansion as the adolescent is expected to do. The very low scores on Self-Development has inhibited the four basic tendencies in their move toward integration. The strong need for counseling and guidance in the area of Self-Development is very apparent. The boys' feelings of indifference toward Leadership-Fame-Power require other motivational rewards than achievement that is usually found in high school.

Most of the twelve areas of life goals showed a significant relationship with each other except for Having Successes for the boys. The results of the girls' scores did not show this relationship. Temperament traits had less relationship to life goals than was expected. The girls found Emotional Stability correlated with Acceptance of Limitations, Self-Development, Moral Values, and Social Values. Non-verbal intelligence showed a negative relationship to Role in Public Life for the boys and to Necessities of Life for the girls. Verbal intelligence was related to Self-Development and Need for Survival for the boys. The girls' scores indicated a high relationship with Social Values. In general, most areas of life goals do not seem to be related to either verbal or non-verbal intelligence with the dropout students. Very little relationship was found with reading scores. Thus it was expected and found that these four basic tendencies have low correlations with convergent thinking instruments (Hidden Figures, Gestalt Transformation, and Camouflaged Words). The low correlations between achievement and goals may indicate a lack of reality in the students' orientation to the adult role in life, consequently the tendency for unproductivity and non-adaptation.

Divergent Production: On tests of associational fluency, the below average reading level may be reflected in the low scores, since these tests require vocabulary fluency in order to perform the operation. It should also be noted that the students had had five weeks of work with classification and processes in Creative Analysis which may have increased their scores also. On one of the instruments, the dropout students scored at the 32nd centile which may be more or less indicative of their scores on similar norms for the other two instruments of associational fluency. On one test, there was a significant difference between the boys and girls but it did not show on the other two tests.

On Word Fluency, the dropouts scored one-third lower than honors students of similar age. Dropouts appeared to be limited by their vocabulary. On ideational fluency, the dropouts mean score ranked at the 47th centile on ninth grade norms on one test and were slightly above that on the other instrument. The other score on both tests is for originality on which these students ranked very low on one and at the 40th centile on the other. There appears to be some rigidity in the thinking process which inhibits original responses or causes a perseverative situation to exist. These students scored higher on ideational fluency than on associational fluency or word fluency.

The boys were superior to the girls on semantic spontaneous flexibility, although they were still only at the 18th centile on the given norms. An impoverished experiential background may be reflected in these scores. Most of the dropouts were rather limited in background enrichment of experiences as much of their life showed a high degree of sameness with little variety.

The low scores, in general, on the creativity tests would be supported by most of the theories on the creative process which requires an accumulation of factual information before there is an awareness of the many approaches to problem-solving. These students have not acquired much of the basic information available, but rather have relied on the one or two approaches they have acquired to solve all problems. This tends to cause a repetitive type of thinking and limits the possibility of variety. Evidence to support this is found in the high correlation between the tests of associational fluency for both boys and girls of this group. The research studies have shown a low correlation between intertest scores of the creativity battery.

Temperament and creativity show very little relationship. Some traits, such as Restraint and Emotional Stability, Objectivity, Friendliness, and Personal Relations showed a low negative relationship with divergent thinking. A significant correlation between originality and Ascendance was found for the boys and with Sociability for the girls. These findings would agree with other research studies which have also found little or no relationship between temperament traits and creativity.

Verbal intelligence was related to most of the creativity tests for the boys, but not for the girls. This was unusual as high correlations are not expected with traditional I.Q. tests and have not been found in other studies. It may be that the high relationship between verbal intelligence and divergent thinking would also explain why the dropout students appeared to score below average on creativity tests (with their low average verbal I.Q.). Ideational fluency and word fluency showed a significant correlation with nonverbal intelligence.

All the creativity battery except ideational fluency had a high relationship with reading achievement. As the dropouts were below grade level in reading, it appears that a certain level of reading achievement may be necessary if creative thinking is to be accomplished. Work in Creative Analysis may have had a greater influence on ideational fluency than on the other type of fluency, flexibility, originality, and redefinition.

Creativity scores for the boys showed little relationship to two tests of convergent thinking but were significant with the third instrument (Camouflaged Words). Most of the tests were significant with all three tests of convergent thinking for the girls. The creativity tests showed very few significant relationships with life goals for either the boys or girls. Many of the relationships were low negative ones for both sexes. Apparently the goals the students set forth has little to do with his divergent thinking ability.

CHAPTER 9

THE FOLLOW-UP STUDY

On September 17, 1966, an article appeared in the Saturday Review entitled, "Why Dropout Campaigns Fail." This report stated, "Two years ago the U. S. Office of Education spent a quarter of a million dollars in twenty major cities to identify dropouts, and to persuade them back to school. Some thirty thousand dropouts were identified, of whom ten thousand agreed to come back. To this date, no one knows how many of those ten thousand stayed until graduation and how many dropped out again. 'There has been no follow-up,' said Leroy V. Goodman, Information Director of the Office of Education. School districts operate on their own. The information gap about the fate of the ten thousand typifies much that has been said, written, and researched (or not researched) about the multiplicity of anti-dropout drives in progress throught the nation. On the whole, there has been no systematic evaluation of their success or failures."

It is always unfortunate for those of us who live in the western portion of the United States to read of the limited vision of those in the eastern part of the nation. It does appear on many occasions that those in the East think that the United States ends at Chicago. Articles of this nature damage all of us who, in most cases, are far ahead of the so-called educators in the East, for in our local program, a follow-up study was written into the planning as early as 1963. One of the major goals of this summer program was to encourage the students to continue his formal education, unlike the counterparts on the eastern coast who were more concerned in obtaining vocational-trade-technical training for these students and placing them on minimal jobs for their entire lives. Our objective was to help the student to continue and complete a formal high school education. After graduation, industries could accept those with a high school diploma and train them for profitable occupations.

It was reasonable to assume that having continual contact with a counselor who knew him well would be a crucial factor in helping the student stay in school to its completion. Each of the summer school counselors were assigned to work one hour per month throughout the school years of 1964, 1965, and 1966 under the direction of the project director with the responsibility of making a monthly report of his contact with each student. The contacts were made in one of the following ways:

(1) Personal contact
(2) Telephone contact
(3) Mail contact
(4) Contact with pupil personnel workers in schools in which the students were enrolled
(5) Home visitation; parental contact
(6) Contacting student at work.

At the end of each month, all counselors met with the director and submitted their monthly activity reports. During such meetings, discussions of cases involved, evaluations of progress, plans for the next month's activities, as well as long range plans could be developed. The planning sessions discussed such activities as a Christmas party held in December of each year, requests for students to appear before civic groups to discuss their reaction to the summer school, and arrangements for inviting certain students to the following monthly meeting.

A total of 6,174 contacts were made with students during the years of 1964, 1965, and 1966. The follow-up contacts involved counselors in court appearances as character witnesses for counselees, writing letters to prospective employers, contacting schools as the students became involved in some difficulties, and answering the many thousands of questions of parents concerning behavior and activities of the student under his supervision. The counselor also became involved in family counseling as the parents used this contact for family therapy as well. On one occasion, a student called a counselor in the middle of the night from her bedroom saying that her parents were having a violent quarrel and that her mother was chasing her father with a butcher knife. The counselor followed up with a call to the police department whereupon the police arrived at the home to settle the difficulty. Counselors reported that the follow-up was more important and rewarding than actually working in the summer school program. They were able to see the growth after a year of contacts; they felt that the student needed this reinforcement.

Another important aspect of the follow-up was that the school counselor and other school officials where the students returned used the summer school counselor as a resource person in gaining information on ways of working with the returning students.

At the completion of the year of follow-up, the counselor submitted a case study of each of his counselees similar to the following:

> "Tom came to the Summer Guidance School at the age of seventeen and three months. He was born in March in

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Canada. He dropped from Marina High School as a tenth grader and gave his reasons for dropping as the fact that he was working and felt he no longer wanted or needed an education. His counselor indicated that his family moved to California at the beginning of the second semester from Canada. Tom came from a parochial high school of two hundred students into Marina High School, a public high school of some two thousand students, and felt lost and confused. He indicated the lack of personal contact with teachers and students and his inability to gain recognition. He had been accustomed to direct authority and respect in his previous schools as opposed to the more relaxed fashion in his new situation, and he had a problem in accepting this. Tom stated, 'I have never felt a part of this high school.' Tom's father worked as a painter since coming to his new home. Prior to coming here, Tom's older sister became a problem child at the age of thirteen. She was twice a runaway and at sixteen, she dropped out of school to get married. All other siblings are in school.

In summer school, Tom's tests showed that he was a little above average. The Henmon-Nelson I.Q. score was 105, the California Achievement Reading was 12th grade and two months, the W.R.A.T. Reading was 14th grade and 8 months, the W.R.A.T. Arithmetic was seventh grade and 9 months on the pre test, post test score was 11th grade and 4 months. Tom is a rather healthy, husky, young man and came to summer school saying that he wanted to get back to school. He brought with him a tendency to be a rough guy. Yet his behavior was usually good. On one occasion, however, he did exchange fisticuffs with another student as a result of clowning around. In the summer school, he was an active contributor and cartoonist for the school paper. He was elected representative to the student council and worked on planning student activities. He made all of the plans for field trips.

Tom has found his identity as a writer for the newspaper. He feels the curriculum has given him new insight into the meaning of learning. As a result, his attitude has improved considerably and he is now well-accepted by his peers. He says it is easy to make friends if one only works at it. This was a choice comment. Another

> statement, 'I had felt when I came to California that I had to be tough to gain respect of the kids here, but who cares if you are tough. They just set you off if you are.'
>
> After summer school, Tom returned with determination to high school. He thought it might be better if he could get into another school and get a new start away from the old gang at Marina, so with the help of his counselor, he was enrolled in another high school. Tom has progressed so well at the new high school that he has been placed now in a college preparatory course. His grade point average for the first semester was 3.2. He also worked part-time at a gas station. There were a total of twenty-two contacts with him by his counselor during the follow-up study."

This is definitly a case of about-face and a wayward mind making good. This young man took advantage of the summer school program and has profited tremendously therefrom. Two years later, Tom completed his high school work, graduated, and is now entering junior college.

Another case study:

> "Al entered summer school at the age of eighteen years. He was born on June 5 in Orlando, Florida. Al was an eleventh grader in high school with above average ability before he dropped out. The Henmon-Nelson I.Q. score showed 114. Al was the fifth of five children. According to the counselors, the parents were well educated and creative. The mother was from England; the early part of the marriage was spent in New York. There is a separation of eighteen years between the youngest and the oldest child. All of the children are married and living away from home except Al. The father is presently unhappy with his work. He has advanced in the county to a plumbing inspector's position. He says he prefers working for himself rather than inspecting the work of others. The parents have recently purchased a new home and are enjoying semi-retirement.
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> Although the family was quite close, Al was so much younger that he reportedly missed the family growing through hardships together. The father states that he was more patient and understanding with the others. Al dropped from school because of non-attendance, lack of

interest, and a desire to live on his own. Apparently, he wanted to follow the steps of the older children, all of whom are married, so he moved from home and worked full time. In summer school, Al brought with him his problems: lack of interest, no desire to use the ability he had. He test scores: California Achievement Reading showed 13th grade, five months; the W.R.A.T. Reading showed 12th grade, 2 months; the W.R.A.T. Math was 11th grade, 8 months. Positive teacher relationships have encouraged him to go on to school. He now plans to become a teacher. His attitude toward himself appears to be much more positive. He plans now to include a four-year college program for himself.

He participated actively in group counseling sessions and contributed a great deal. His mature attitude seemed to have a good effect on others. His attendance in school was excellent. After summer school was over, Al enrolled in a junior college hoping to complete his requirements for a high school diploma there. This was done at the end of the first semester. There were some problems that arose, however. There was a full-time job, a new car, and pending marriage. He got along very well at the junior college except for his psychology which he didn't pass. After the semester, he was not in school but worked full time in Los Angeles. He expects to be married soon, but the final report shows that although he is continuing to work full time in Los Angeles, he is considering joining the service or enrolling at Cal State Long Beach next fall. He and his counselor have kept in rather close contact with each other. A total of twenty-five contacts were reported in the follow-up."

Another case:

"Karen entered summer school at the age of 18 years and 10 months. She was born in Los Angeles on August 27. Karen is the first of six children; the five others are boys. She has below average ability; Henmon-Nelson score is 82. She lives with her mother and step-father. Her father is deceased and her mother remarried twice.

She dropped from school as a senior in high school because of frustration and an inability to read, plus poor grades. Karen was very defensive and showed much resentment, inferiority, and general disgust toward people. She has never fully accepted her mother's marriages or the step-

> sisters that came as a part of them.
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> Her test scores were as follows: California Achievement Test, 10th grade, 4 months; W.R.A.T. Reading, 5th grade, 8 months; W.R.A.T. Math pre test, 5th grade, 5 months; the post test was 6th grade and 9 months. During the summer school, Karen learned to be at ease with adults. She said, 'I think I can see causes of my failure.' She said she was ready to go back to high school and she actually learned to enjoy participating in school activities.
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> After summer school, Karen returned as a senior in high school. She has now finished and graduated. There have been no noticeable developmental problems during the follow-up study. A total of 19 contacts were made with her and her regular school counselors during the follow-up."

Here is the case history of Betty:

> "Betty entered summer school at the age of 16 and 2 months. She was born in California and was a tenth grader in high school. Her Henmon-Nelson I.Q. score was 108. She dropped in February of 1965. She ran away from home, had personal problems, poor achievement, excessive absences, and was discouraged and dropped from school. She had a record in juvenile hall attendance for runaway, immorality, and a G.T.A. (grand theft, auto).
>
> Betty's parents both completed the eleventh grade in high school, and are both working. The father indicated in one of his conferences that a business failure had caused him many problems. Betty's probation officer stated that Betty's older brother had been in difficulties and her older sister as well. The older sister is reportedly divorced and living at home with her baby. Betty says that her brother and sister have told her repeatedly that she shouldn't let her parents down as they have done, and that she should finish school. She is the third of three children.
>
> Healthwise, Betty was in fair condition, however, it was noticed that she had suffered a head injury in a car accident which resulted in a concussion. There seemed to be a number of emotional problems; an attempted suicide accompanied with feelings of wanting to die occurred during the middle of the summer school session. At this time, she had to be placed in the psychiatric

> ward of the County Hospital. In summer school, her behavior had been excellend and her attendance was perfect until the attempted suicide and her institutionalization. Her counselor went to the hospital each morning before school and made a visit. It was the feeling of the hospital psychiatrist that Betty should continue her summer school program so the hospital released her as an out-patient until the summer school was over. It was the psychiatrist's opinion that she was gaining more from the summer school than she was from being in the hospital. Betty worked as assistant editor of the school yearbook, and took an active part in the school play. The school afforded her a positive experience in working with others. According to her counselor, it was felt that Betty received some help from her counseling although since she was involved in therapy at the County Hospital, the counselor hesitated to attempt in-depth counseling with her. After summer school, Betty was released from the hospital to enroll in high school At first, she was unhappy with school and told her counselor that her home situation was almost intolerable. Her work, however, seemed to be fair. It is reported that there was an interested person making an effort to provide Betty with a home away from home, but before this could materialize, Betty ran away from home and became involved in check forgery and narcotic peddling. She was then recommitted to juvenile hall. Later, reports showed that she was back in the County Hospital in the psychiatric ward. According to Betty, she is married to one of the students she met in the summer school, but this has never been substantiated. The final report shows that Betty is now in the State Hospital under psychiatric care. She is released on weekends, however, to come home. Her committment is for a year. She and her counselor had been in touch with each other a total of twenty-eight times during the follow-up study."

The four cases have been chosen at random to illustrate to the reader the type of work done in the follow-up study. For each of the five hundred students, such case studies were written.

Certainly, the extent to which the summer school program was or was not a success will never fully be known, but many positive changes were observable and a number of students returned to school. Ninety-two percent of all students who completed the summer session and who were capable and eligible returned to high school. In each case, approximately sixty-seven percent of the students remained in the school a full year. Twelve percent graduated at the end of the first year and are continuing to graduate for the next four years. Further continual contacts are being made with the students directly through mail or phone calls. In April, 1967, a student who had completed the 1964 summer school contacted the director by mail and asked for a letter of recommendation for employment in the post office. Many other students are contacting their counselors for character references for the armed services, for other employment, or for court appearances; as students plan marriage, invitations are mailed to the counselors to attend. One student who had been married now has his first child and his counselor is his Godfather. A total of over 11,000 contacts were made in the total follow-up study. It is anticipated that, although the counselors have completed the program, contacts will continue until the last student who was in summer school program has either dropped from school or has graduated.

The following is a letter from one of the summer students to the project director:

> *"Dear Sir,*
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> *You might not remember me but I was one of the graduating students of the 1964 summer guidance school. I need help. I was laid off work in the first week in december and i've been looking for work since. I found a ad in the newspaper that looks good and one of the requirements are that I need a letter of recommendation by high school authorities and since the summer school was the last school that I went to I thought I might get a letter from you. I would also like to find out if I have enough credits for a high school diploma. Mr. _____ (counselor) arranged for me to take a G.E.D. test which I passed and I could ether take 30 credits or use the test as a diploma. Whats Mr. _____ (counselor) doing these days, and what have you heard from the others of the class of '64.' About the only person I knew from the class was ________ (other student) and he got married and moved to Santa Fe Springs. I also got my application in for the post office. its good paying job and stedy. Thanks for taking the time to read this and for the trouble."*

SUMMARY OF THE FOLLOW-UP OF 1965

To demonstrate further the value and the extent to which the follow-up was conducted, the reader's attention is called to the 1965 school program. The school was designed for 80 students; at the start of the program in June, 1965, 93 students had registered. It was anticipated by the staff that approximately 10% of the students who registered would not attend the first day based on the experience of 1964. Of the 93 who signed contracts to attend, 8 students did not attend or withdrew early in the program. 85 students saw the program through to its completion; 2 students moved out of state before receiving their diplomas. Thus, 83 students graduated and received a completion diploma at the end of the summer school program. 60 students were boys; the remaining 23 were girls. 8 were ninth graders; 37 were tenth graders; 25 were eleventh graders; and 13 were twelfth graders. 72 students (86.7%) of those graduated returned to school in September. 49 boys (81% of those graduated) entered regular high school. 17 girls (74% of girls graduated) returned to regular high school. 3 boys entered junior college. 1 boy entered a beauty college, and 2 boys entered adult evening classes and worked part-time. 11 students did not return to school in September but were accounted for as follows:

(a) 4 boys entered military service
(b) 1 boy was employed full-time
(c) 3 girls returned home to care for their babies
(d) 1 girl was detained in the hospital
(e) 1 girl moved out of state and worked full-time
(f) 1 girl moved away and is unaccounted for.

72 students (97.3% of those available) returned to school in 1965. 9 students were not available because of military enlistment, babies at home, hospital detention, etc. 2 students (2.7% of those available to enter school in September) did not return to school at all.

46 students (69% of those available to return to school) were either in school or graduated in the month of June, 1966. 17 were not available in June because of military enlistment, babies at home, hospital detention, juvenile hall, placement in California Youth Authority, or out of state. 17 boys and 6 girls were in regular school, 6 boys and 2 girls have graduated, 4 boys and 1 girl were in adult education classes, and 8 boys and 2 girls were in continuation education classes in their regular school.

8 students (12.1% of those available to be in school in June) did graduate. 37 students were not in school in June of 1966

but were accounted for as follows:

(a) 8 boys were in military service
(b) 11 boys were working full-time
(c) 1 girl was working full-time out of state
(d) 3 boys were home unemployed
(e) 6 girls were home unemployed (4 of which were married with babies)
(f) 1 boy was in the State Hospital
(g) 1 girl was in the State Hospital
(h) 1 boy was in juvenile hall
(i) 1 girl was committed to the California Youth Authority
(j) 1 boy was unaccounted for
(k) 3 girls were unaccounted for.

The 83 students who received diplomas were from homes as follows:

(a) 56 students had both parents at home
(b) 8 students had only one parent in the home
(c) 15 students had one step-parent in the home
(d) 3 students were married and independent
(e) 1 student was a ward of the court.

1,511 counselor contacts were effected with the 83 students in their homes, school, or places of employment during the follow-up study.

51 identifiable problems were noted as they rose during the follow-up. 6 were physical problems resulting from sickness or accident; 7 were cases of extreme emotional problems; 5 were cases of sickness in the home, mostly childhood diseases with offsprings; 3 were cases noted where drugs, glue, or alcohol were or became a problem; 16 were suspended from school because of truancy, smoking, misconduct, etc.; 8 dropped school because of discontentment, boredom, or failure to readjust to a regular school; 6 were picked up by police authorities for runaway, theft, bad checks, and grand theft, auto.

38 students (record shows) have or have had problems with juvenile authorities. 20 boys had been detained in juvenile hall for a total of 33 times; 6 girls had been detained in juvenile hall a total of 11 times; 11 boys had been booked by juvenile authorities one or more times but have no record of being detained. One girl had been booked but was not detained.

SUMMARY OF THE FOLLOW-UP OF 1966

This is a summary of the 1966 ten-month follow-up involving approximately two hundred students. The statistics are given by separate schools, as well as a combination of both schools. Also included are data relating to experiences and problems the students had during the 1966-67 year.

Magnolia High School - Anaheim, California

77 students (87%) who graduated in August, 1966 returned to an education program in September,1966.

69 students (78%) who graduated in August, 1966, were still in school as of January, 1967.

55 students (75%) who graduated in August, 1966, were still in school as of June 1, 1967.

88% of the students who did return to school in September, 1966, were still in an education program as of January, 1967.

71% of the students who did return to school in September, 1966, were still in an education program as of June 1, 1967.

Costa Mesa High School - Costa Mesa, California

96% of students who graduated in August, 1966, returned to an education program in September, 1966.

87% of the students who graduated in August, 1966, were still in an education program as of January, 1967.

76% of the students who graduated in August, 1966, were still in school as of June 1, 1967.

92% of the students who did return to school in September, 1966, were still in an education program as of January, 1967.

89% of the students who did return to school in September, 1966, were still in an education program as of June 1, 1967.

Combination of both Magnolia and Costa Mesa

92.3% of the students who graduated in August, 1966, returned to an education program in September, 1966.

84% of the students who graduated in August, 1966, were still in an education program as of January, 1967.

91% of the students who did return to school in September, 1966, were still in an education program as of January, 1967.

70% of the students who graduated in August, 1966, were still in an education program as of June 1, 1967.

86% of the students who did return to school in September, 1966, were still in an education program as of June 1, 1967.

Number of students who were living with

	Magnolia	Costa Mesa
Stepfather	1	16
Stepmother	2	3
Stepparents	3.4%	17.6%
Combined Schools	11.2%	

Identifiable Problems Found During the Follow-Up

School: As school days passed, the rigid requirements of rules and curriculum seemed too great for many students. Loss of interest appears correlated with lessening of counselor-counselee involvement. Truancies and smoking violations forced continuation school placement. Prior behavior for many students created a stereotyped image by some school administrators. In one instance, a former student was met in the parking lot prior to registering for the new semester and told to get off the campus and if she ever returned, he would call the police authorities to remove her.

Probation: Poor articulation from all public agencies appeared the rule and not the exception. At no time was there a contact of the follow-up counselor by probation officials on their initiative. On one occasion, a student sentenced to the California

Youth Authority was prohibited from seeing the counselor as the parole officer felt the child and counselor were too involved. Students were continually threatened with incarceration if they did not stay in school and show success.

Home: The follow-up counselors were usually family counselors and the demand by the family at times was far too great for what the counselors were expected to do. If counseling is involvement, then counseling was in motion. It is important to mention a few of the problems that occurred during the follow-up to present an idea of the follow-up counselor's responsibilities.

It was not uncommon to receive a call late in the evening by a parent stating that their child had run away, or from one of the students stating he had been thrown out of the house. Parents called and asked if the counselor could visit juvenile hall to see their child. One mother had her son committed as an incorrigible so she would know where he was at night. One boy, when picked up at 2:00 a.m. for joy riding asked the officers to call the counselor before his parents.

Parents called and requested psychiatric help for themselves and/or children. One counselor received a call from a parent at 11:30 p.m. asking for help as their son had just come home high on marijuana and they couldn't decide whether to commit him or not. One boy ran away because his mother had started to live with a Negro male. Counselors were asked to come in and lead family discussions on hours out at night, work versus school, types of punishment, study habits, and many, many other areas.

One family argument was so intense the girl called at 1:00 a.m. and said her father was trying to kill her and her stepmother. The student later accused the father for attempted incest. One boy, on parole, fathered an illegitimate child. One minor girl became pregnant on purpose just to get out of the home where her stepfather had sexually attacked her. One minor girl was committed to the California Youth Authority because no one would be responsible for her except her mother who was declared unfit. One counselor reported that at one time, she had two girls without homes and no foster homes available. They were finally placed in friends' homes late at night.

These are but a few examples of how the families and students came to rely on "their" counselor. Counseling in involvement without exception. The success of the program could not have been possible without it.

Counseling in depth can change students' progress in academic attainment and peer group relationships. Coupled with a "prescribed curriculum," it has shown success in retaining students in school (92%). The greatest number of potential dropouts and dropouts are in their sophomore year of school (52.5%). There appeared no month where students dropped out more than another nor was there a significant difference in those who quit by sexes (boys, 29%; girls, 25%). The greatest number of students that quit did so to work (8.2%).

Counselors had an average of 53.2 contacts per month with 31.2 of these being personal contacts. There were 87.6% of the students in an educational program on June 1, 1967. The vast majority (55%) were in regular school while 21% were in a continuation school.

The program became a county project and though there were instances where a few school officials did not support it, most schools added to its success by suggesting candidates, by accepting the high school credits, and by giving freely of their facilities and time, in aiding the follow-up. Poor articulation between school officials and other public agencies were pointed out.

Statistics are used to indicate the success or failure of a program. Those used here do not promote nearly all positive results. It is difficult to show when students become more self-accepting and goal-oriented. It is as difficult to measure better family communications. The good will that was promoted by this county project is demonstrated by better inter-school communications and understandings. Counseling procedures developed in the special program have since been used by regular school counselors. These and related statistics better identify at an earlier date potential student dropouts.

Continuation schools in Orange County have tended to adopt the "prescribed curriculum" and counseling techniques promoted by the Orange County project. One district at present is operating in the summer school program an "Occupational Guidance Program" whereby one counselor per twenty potential dropout students as identified by teachers and other counselors work together for four hours in group counseling.

The project is not a panacea, but only one successful program. It has proven that a counseling-oriented program can retain students in school.

The following is a letter to the counselor in the follow-up after the student had attended the summer school:

"Dear Counselor,

How are you? Fine I hope. As for me, I'm okay. Thanks a million for the things you brought me. I really appreciate them. Everybody likes it. Well, I am so happy but yet I am so unhappy. I am happy because I have taken a big step and I have become more serious in some areas. This big step I have taken is toward being a responsible person. I have realized the importance of being a responsible person and I feel so much better. I am unhappy because I haven't been able to show my Mom what I learned. But someday soon, I will be able to. I have learned so many things in here, and by golly I'm going to use it when I get out. I knew I was good for something. I think I have found it. Just think, I can say I have changed. I have realized some of the important facts in life. I am so happy I can't believe it. If they would have had this kind of program a long time ago, I don't think there would be half as many kids in trouble as there are now. Well, I guess this is all for now. I hope to be seeing you soon.

P.S. I really look forward to seeing you soon. Hope you have a nice Valentine's Day.

Signed,

(A female school dropout
to her counselor)

EVALUATION OF THE SUMMER PROGRAM

STUDENT EVALUATION

At the end of the last week of school for eac hof the three years, a questionnaire was given to the students asking them to evaluate how they felt the summer program had helped them. The questionnaire was not to be signed. Students were asked to express freely their opinions on the questions asked. The following is a selection at random of those remarks concerning how the students felt in evaluating their summer school experience.

Question 1: How did you feel the counselors helped you?

"They helped us to help other teenagers with their problems like they helped us with our problems here in school."

"My counselor helped me in planning my future -- like going back to school. It made me believe that there is a future for me instead of a hopeless case."

"If it wasn't for the counselor, I would not understand a lot about credits and college, home problems, and to improve my English, my way of conversation, and the use of a tape recorder."

"They gave me information about getting jobs and have different views on how to find jobs."

"They helped me understand what is expected of me by the society in which I live. Also they helped me in my needs for knowledge."

"A lot of my personal problems were solved by counselors, also through counseling I learned to get along better and understand other students."

"If you had trouble, the counselor would help you work it out and they helped you decide what kind of work you would like to do."

"They gave me a better view of myself."

"My counselor helped me to adjust to regular high school and also helped me to get back in."

"The counselor helped me by giving me confidence in myself and my ability. I got to know and understand my problems and found out what to really do about them, and that my problems weren't so bad as they had seemed to be."

"The counselor helped me to understand myself more. When in trouble they didn't forget or reject you but visited you and tried to help you work things out."

"They made it easier for us to talk about problems. This enabled us to talk more naturally and to gain insight into life in general. They also helped us in deciding what to do as far as going back to school and what areas are open to us in jobs."

"They pointed out my problems and helped me solve them and helped me figure out what I should take next year to get my credits to graduate."

"They gave me a whole outlook on school and why we should stay in school, and how important it was to get a good job."

"They helped me in my problems and helped me understand most everything."

"They showed me how important an education is. They helped me find myself and they showed me why I should go back to school."

"They helped us to choose our vocation and occupation for life."

Question 2: In what ways do you feel the teachers helped you most?

"I think the teachers helped most by their actions toward the students. By that I mean being fair and trying to reason out the student's problems."

"Teaching us in different ways of studying and helping us in ways the counselors tried to help us in choosing our vocation."

"They got me to learn how to study and read better."

"I think the teachers at the summer school helped me understand why I should learn and gave me the will power to try, more than any other teachers in the last eighteen years."

"I think the teachers helped me realize how much of a mistake I made in dropping out of school. They made me realize what I have to do to graduate."

"Well, the teachers take time to explain what the work is all about and if you don't understand it, they will give you individual help."

"They taught me better study habits. I learned a lot more about math. They gave me a desire to go back to school."

"They seemed more interested in the students. They understood us and did not degrade us for the way we are. This helped change my attitude toward school and I felt like accomplishing more to show my gratitude."

"The teachers were much better because they didn't try to fight with the students and when there is a friendly atmosphere, it is easier to learn. When a student gets into trouble, the teachers don't reject that particular student but instead try to help him by giving him individual attention."

"They gave me a better understanding of why teachers are sometimes the way they are. That teachers aren't all bad and why some can't take it when the students dish it out."

"They made us see how different teachers are here. They treat us as adults -- not as kids. This made us feel at ease, and that made us learn a great deal more."

"I always thought before that all teachers were rats. But the teachers at this school were different."

"When they gave you assignments and you didn't understand them, they explained it to you and you understood what you were to be doing."

> *"I feel I was treated as a human being instead of as an animal. I have learned to respect teachers more and I realized that if I take the time to help myself, they will be more willing to help me."*

> *"In understanding my ability, not only in the school classroom, but also my ability to participate in school activities."*

> *"I learned how to get along with teachers and I got a lot smarter."*

> *"They taught me what I did not know, like my time tables, and I have more creative thought and have learned how to take tests."*

> *"By taking more time with us and helping us individually, they helped me to understand more and absorb more."*

> *"I feel that the teachers helped me in almost everything. Things that I had forgotten have come back to me easily. This is now I feel the teachers helped me the most."*

> *"Well, they explain more things to you and take the time to talk to you more and help you more than they do in any other school. I hope to come back to school here next summer."*

At the bottom of the questionnaire, an open-end question was:

"Any other comment you would like to make."

The following are the statements made by the students on this particular question.

> *"I think of all the schools in the United States, this school is the best, and I wouldn't mind it if I could go to a high school that was run this way. Maybe in the future, there will be schools like this that are run like this so that kids who attend them will be very lucky kids like I was."*

> *"Yes, there is a comment I would like to make. It would be that I am thankful that I had a chance to come to this school."*

> *"I am sure glad that I have been able to go here and would*

like to thank everyone for their help in putting up with me, and to say that I am sorry if I have not been good every day. Thank you, and I have learned a whole lot here."

"I think this has helped me a great deal. I think now that I will graduate without a doubt, without this school I don't think I would have gone back. It has helped me to understand my needs for education."

"I just want to say thank you very much."

"I would like to comment on that I wish I could have the same teachers in regular school. I would like to thank all the teachers and counselors for helping me get back into high school."

"I like this school very much and I believe it has helped me a lot. Thank you all so much for taking me. I am sorry to see it end."

"I would like to thank the staff of the school for everything they have done for me and that I will try to make something of myself so that I can say that I was one of the most luckiest persons today to be chosen to come to this school."

"I think this school's teachers and counselors took a lot from the students and you sure have shown a lot of patience. I think this was very good, not saying that you should have taken it."

"This school is the best school I have ever went to."

"I wish to thank everyone here at the school for all the wonderful things they have done for me and for the other students. I am proud to have attended this school and only wish there was something I could do to pay everyone back."

"I believe if schools were operated like the summer school there wouldn't be much of a problem with dropouts. Students would like and appreciate teachers and counselors a lot more."

"I just want to say thank you from the bottom of my heart. I really appreciated all the help all the teachers and *counselors gave me."*

"I am grateful for all the school has done for me. I am saying thanks this way so that anyone who reads this will know how I feel. Thank you again."

"I only wish this school was all year around, then I could be sure that I wouldn't get kicked out of school or drop out again."

PARENT EVALUATION

At the end of the summer school, a questionnaire was given to the parents to mail back to the project director wherein the parents were asked to evaluate the school.

Question 1: What was your overall reaction to the Summer Guidance Program?

The parents had the opportunity to select one of the following: Poor, Fair, Average, Good, and Excellent. 70% of the parents chose excellent; 30% chose good. No parent indicated the school was either average, fair, or poor.

Question 2: Would you like to see this program continued?

100% said YES.

Question 2 (second part): Why?

"Know it will help in future"
"Introduce ideas and personal help not given in regular school"
"I believe headed in right direction toward what wants to accomplish"
"To help youngsters who are having problems to adjust to group"
"Helps youngsters have success - change self concept"
"Because the children need and are worthy of more special and personal attention than get in regular school"
"I feel it necessary to adjust to school"
"It seems that many children have problems we parents cannot see or solve"
"I think it would really help if it could be continued the full term"

"Because it is a very worthwhile program"
"to prepare youngsters"
"My child needs more personal contact and counseling and anything that will create some interest and ambition to want to learn"
"It was fun, interesting, and new"
"Will help children find out what they want to do"
"It filled a need in _____ and would help others like him"
"The teachers effort has shown improvement in our son"
"So more could have the help mine had"
"They will be better prepared for school"

Question 3: Should this type of program just be held during the summer?

70% of the parents said NO. They thought it should be held throughout the school year.

Question 4: What do you feel were the specific strong points of the summer guidance school?

The parents had an opportunity to list three.

"Getting student to talk to an individual counselor"
"Psychiatric help"
"Individual counseling"
"Group counseling"
"Individual parent conferences"
"Helping the student recognize and understand himself"
"Student knowing other kids had problems"
"Testing program"
"Letting children elect own leaders"
"Necessity for education by exposure to various vocational trades"
"Showing real interest in the student as a person"
"Relaxed atmosphere"
"Provision for success experiences - student council"
"Letting the students pace themselves"
"Chance to use their ideas"
"Letting them feel important enough to have opinions count for something"
"Giving them a chance to think for themselves"
"Small groups"
"Change of pace from normal school"
"Creative incentive in the students"
"Changing his attitude toward school"
"Physical facilities"

"choice of what wanted to do"
"way they were helped"
"Did things they liked to do"
"Giving them a chance to work for themselves"
"Students enjoyed school and facilities"
"Crafts"
"Study skills program"
"Field trips"
"Sincere interest of the teachers to help the student help himself"
"Counselors"
"Good teachers"
"Teachers listened no matter what was said"
"Closeness of student and teacher"
"Excellent understanding with pupils"

Question 5: Have you noticed any changes in your son or daughter that you feel might be direct or indirect results of his or her experience in the summer guidance school?

"more self-confidence"
"not as headstrong"
"feels more important as a person"
"feels he can now play the leadership role better"
"Understands his weak points"
"Respects himself more, and sticks up for himself"
"Some improvement in respect"
"A new awareness that this boy was an individual"
"Talks to us a little more"
"Respects us with more love and leadership"
"Getting along better. Talks out problems more"
"Liked it"
"Wished school that way all the time"
"More pleased with ideas"
"Now she doesn't want to go to any other school"
"Knows he has to work hard to get ahead"
"Wanted to attend instead of staying home"
"More interested"
"Didn't complain"
"He thinks more before rebelling"
"Feels he can reason more to help others"
"Knows he's not the only boy who has to do what he is told"
"Feels more at ease with teachers"
"Yes, because of individual things and counselors"
"Not as easily angered"
"Tends to look forward to be a man rather than backward to

child"

"Seems to care more about appearance at times"

"More willing to try to make friends"

"tries harder"

"more mature thinking toward education and life"

"feeling more important - he is more willing to help around house"

"seems to be able to use more manual dexterity"

"More relaxed"

"more aggressive"

"seems more mature about everything"

"seems to have improved. Not as messy as before"

"____ is my cousin who came to us nine months ago. Had a hard time talking to us and now seems to have found himself"

"Perhaps a little more serious and willing to accept responsibility"

"has gained self-confidence and is really looking forward to school"

"has matured in general actions"

"definitely improved"

"Thinks more about future instead of moment at hand"

"Far more mature and interesting"

"Didn't want summer school to stop"

"talks about future now where as not before"

"First came to us his outlook on life was like a fairy story. Now knows you must first work hard for it"

"Good"

"Very definite"

"Has been given a chance to take a more serious outlook"

"sees need for more education"

Question 6: Can you talk with your student more easily than was true before the summer school began?

71% of the parents indicated YES.

Question 7: What do you feel was the most significant thing in the entire program?

"Great way you have of getting them to accept a little responsibility"

"individual counseling"

"son's statement that for once the teachers really listened to him"

"talking with the counselors and getting individual help"

"helping a student find out what he wants to do"
"films, trips, and so many types of kids all getting along so well, and the enthusiasm"
"if it were continuous, it might save many a child from an incomplete and unfulfilled life"
"making a student understand his weak points and bringing out the student"
"that the school system in this area had the chance to try such an outstanding program, and hope they are able to continue"
"he seems to have more interest in school"
"that he learned to know himself and that life is not just waiting for him"
"He found out other kids have personal problems as well as himself, and not he's not alone nor does he feel he is the only one who gets punished"
"individual counseling"
"the teachers and counselors were so understanding and really tried to help"
"the attitude of the counselors, their warmth, and rapport"
"she seems to care about school now more than before"
"his feeling that someone at school was really interested in him"

Many letters of commendation, aside from the evaluation forms, were received throughout the three years in operation. The following is an example of one such letter:

"Dear Sir:

First of all, the responsibility that was given to my son when he filled out the contract for application to the summer guidance school made him realize that this was not something he had to do but an opportunity to better himself scholastically. He had been put in the special educational program in his sixth year of school. He did not grasp fast enough what was being taught him in school. He got behind and became a burden to the teachers. I do believe that the teaching system of three years ago was very inadequate and put him in a different position as a student. He fell further and further behind each year and his interest was nil. In April of 1964, his teacher, school nurse, and I discussed my son and his possibility to accomplish something more than crafts, arts, and very minor education. The teacher gave no encouragement as to his ever getting out of the special education class. After this

> I had my son checked at the hospital physically, mentally, and neurologically. He had no defect that would have made it necessary to be put in the special education classes, but he could not be put in the regular class when he was ready for the ninth grade. I then put him in a reading clinic and he was tested for his ability to learn and started classes in August of 1965. He had classes two hours a week up until April, 1966. Reading was basic for understanding and became the best step for understanding his new high school responsibilities. The reading clinic bettered him very much as a student, yet he was in the special education classes and there was no way that he could get out of there. I had asked the school to test him and re-evaluate his ability but to no avail. Then came the opportunity for the summer guidance school. Now a new picture. Being tested there and many consultations with the school psychologist and a new evaluation of tests proved that he was not retarded in any sense and there were steps made to put him in regular classes the next semester. There will be much work to be caught up on. Four years of no real education in history, math, English, and other subjects leaves him with a hard row to hoe. But at the end there will be a diploma and not just a certificate for time spent in high school. How do I feel about the summer guidance school? I think it's the best thing since the school bell. It has given my son a chance not to be a dropout and he is not just dropping either. Many thanks to the wonderful people who have made it possible and my heartfelt gratitude to the entire staff for being a pal to my son. I hope you will be able to read through this letter without too much trouble and please excuse the errors as it is late at night and I am very tired but couldn't go to bed and sleep without letting you know what a wonderful program you have. Thank you so very much."

The letter was from the mother of a Mexican-American boy who attended our summer school. Many such letters are on file from parents and students alike who profited from their experiences in the summer guidance school.

CHAPTER 11

HOW DO SCHOOL DROPOUTS AND POTENTIAL DROPOUTS DIFFER FROM THEIR "NORMAL" STAY-IN-SCHOOL COUNTERPARTS?

A questionnaire was devised which each professional staff member of all summer sessions was required to complete to the best of his ability. It was purposely designed to learn as much about the dropout and his potential dropout as possible in order that educators might have a better understanding of the characteristics of the dropout, including the feelings, wants, and reasons for his lack of educational success.

The following information was derived from the questionnaires that were distributed first to the counselors. Four separate reports and answers to the questionnaires are listed below. All four counselors are considered to be permissive and non-directive in philosophy and in practice. Counselors A and C are psychologically-oriented counselors, while counselors B and D are sociologically-oriented counselors. While the basic philosophy of counseling is similar, there are significant differences in the observation of the different counselors concerning what they have seen in attitude and behavior. These differences in philosophy may be noticed when carefully read by the reader.

Question: **Describe how the school dropout differs from the normal high school student in his attitude toward school.**

Answer:

Counselor

A "*1. No difference in attitude toward the value of an education. Both know the value of an education.*
2. The 'normal' high school student has a willing attitude to conform and be accepted. When in Rome, do as the Romans do. The dropout will accept non-conformance and takes pride in 'holding their own' with adults. The dropout too wants to be accepted, but as he is, without a veneer of sophistication. To conform is not to be honest with oneself; conforming is 'finking.'
3. No resentment is harbored toward school. Dropouts are willing to assume all the blame in most cases. They are wrong; they admit they are wrong; they can't bring

themselves to be otherwise however because they seem to feel that after all of their failures they will not get an even break, and they are sure they will fail again and feel this is their destiny in a school situation although they know that they are not failures in life."

B *"As a generality, I would say the dropout feels alienated from the school. By this I intend to imply that he really wants the school but the two are not compatible and this incompatibility usually takes the form of hostility. As usual in any incompatibility, it is always the other party that is wrong."*

C *"Student who has dropped out has had a negative attitude toward school for several years. Eighty percent have never enjoyed school since the primary grades, ninety percent haven't enjoyed school since junior high years. Ninety percent of the school dropouts go to school only for the social aspects. Yet they actually participate very little, except to talk with other potential dropouts, in the social activities connected with school. The dropout hates school, hates to think, hates to learn."*

D *"The dropout often feels defeated, alienated, unaccepted, and alone. Superficially, he appears hostile, indifferent, and disrespectful, but these reactions only hide his fears and frustrations. He has hostile feelings often toward teachers whom he feels do not understand him. He often rejects socially acceptable groups, often because he feels rejected by them. He frequently displays a short interest span, usually because he is frustrated by his inability to successfully complete work being done by those around him."*

Question: Describe how the school dropout differs from the normal high school student in his attitude toward authority.

Answer:

Counselor

A *"1. Dropouts would like to be authority figures themselves. They would then be able to understand problems more than the authority figures they now find in school.*
2. They are usually in conflict with parents. The 'normal' child has the same conflicts but resolves them without feeling that he has lost face or been given unreason-

able treatment. Dropouts seem to have been arrested in the egocentric stage of development because their rights are more important than the family's, the communities, or the school's.

3. More success can be achieved in dealing with the dropout if he is nor put in an either-or situation. He will give his life if it is his decision; he will take a life if he is forced, pushed, or made to do something. It does not seem to be a matter of not recognizing what is right, but rather the intense protection of his right to do what he wants. He would like to succeed. He wants to do it on his own. One of the strong points of the summer school was the fact that no one was forced -- only asked or given a suggestion that could be accepted or rejected."

B *"The dropout in many ways is more sensitive and perceptive to the faults in others and is able to see the imperfections in authorities but unable to overlook them. When the authorities find fault with the dropout, the dropout would like to retaliate and point out the authorities' faults but is not able to and this leaves the dropout with great hostility toward authorities of all kinds."*

C *"The school dropout resents authority to a greater degree than the 'average' adolescent. How much greater would be difficult to determine. The student who drops out shows his resentment more openly than the 'average' students do. He flaunts his lack of cooperation with the school rules, he gains prestige using his 'rebel' ways. He develops fewer ulcers, headaches, etc., perhaps because he acts out in a more aggressive way his resentment towards authority. The school dropout uses 'nick' or 'uncomplimentary' names for authority figures such as 'cop' more commonly than the average student does."*

D *"The dropout resents authority which makes demands on him which are often impossible for him to meet. Authority often symbolizes his failures. Authority usually comes from socially acceptable groups from which he feels rejected. Authority imposes undesirable consequences and he resents threats which are the usual means of authority figures. He prefers communication which assumes some respect and trust for him as an individual."*

Question: Describe how the school dropout differs from the normal high school student in his attitude toward society.

Answer:

Counselor

A "1. *The dropout does not relate to society; he does not identify with it. He relates only to his friends which he values. Friends are transitory. The dropout relates to the gang but not so much to individuals -- strong feeling toward the group; difficulty in making permanent relationships. He would like to but often seems afraid to -- he doesn't want to be hurt.*
2. The dropout expressed the antithesis of John F. Kennedy's famous words. The dropout is more concerned about what society can do for the dropout, than for what the dropout can do for society. This is substantiated by value structure of the summer school group that largely rejected society.
3. An enigma arises in the fact that many dropouts would like to be in social service areas of occupations -- teaching and social service work. They want to help other people in trouble but they recognize this as a person-to-person service rather than a service to a society, the community, or to humanity. They feel that they better understand learning and juvenile problems because they have faced them -- they may be right.
4. Only one person in the summer school group wanted to serve in the armed services. We had a presentation by the armed forces and all boys know that they have an obligation. This is a rejection of the society that they feel has probably rejected them."

B "*Society to the dropout represents what has alienated him and caused him not to achieve and thus has caused him to be of less value in his own sight as well as society's. This leads the dropout to hate and have great contempt for society and the authorities that try to enforce society's standards. The dropout, however, will accept his peer society which is usually a distorted image of the larger society.*"

C "*In general, the school dropout believes that most people are against him. They don't like people. Seventy-five percent of the students I interviewed stated, 'I don't get along with people.' The students do not accept responsibility for anyone except themselves and they don't accept this responsibility too well either. They are not aware of any social implications that behavior pat-*

terns in which they engage may have. The pressures of society are actually less frustrating to this group than on a more affluent group. In other words, they really could 'care less' about what others think about them."

D *"The dropout or potential dropout frequently rejects middle class mores. He is often a member of the lower class, and wants to identify, but isn't sure how. He feels rejected by individuals and society. He has often failed in social interactions and resents society. Sometimes he has no desire to become middle class, and wants recognition only in lower class mores. His resentment appears to be based on feelings of alienation. Very often if he is a member of a minority group, he does not meet 'middle class standards' for total acceptance. He displays his resentment by open defiance in actions, language, and fashion."*

Question: Describe how the school dropout differs from the normal high school student in his motivation.

Answer:

Counselor

A *"Contrary to what some may say, the motivation in dropouts is extremely high. The direction in which this motivation is directed, however, is not generally accepted by our society. I point to the effort put forth in surfing, in working on cars, on avoiding work with a passion when it is school-connected, in the testing of the sincerety of adults. All these actions are as 'motivated' and conforming motivations. Some claim to be lazy; but the dropout is not indolent. He works hard at protecting his own ego. He works hard at defense mechanisms that are unusually difficult to 'break through.' If motivation is low, how can you explain the difficulties overcome in getting transportation to the summer school, or the success on the job of dropouts who could never get to school on time -- one dropout who was always late to school commented that he always arrived for his job thirty minutes early. The things that seem to motivate most dropouts are immediate returns for their investment. They want a good time now. They want a car now. They want friends now. They want adult privileges now. They want a remunerative job now. They want a high school diploma or entrance to junior college now. They do not want to wait for anything, even love, marriage or a family."*

B "*Motivation in the usual sense of the word, meaning the desire for school, seems to lie dormant in the dropout, but nevertheless, is present. Motivation to be someone and to be successful is very much present in the dropout but he is not willing to accept the terms society dictates as the road to success. The task thus seems to be one of unalienating the dropout so the roads to success are open to him.*"

C "*Self-motivation is so lacking in this group it is practically non-existent. If one point could be used to describe the difference between the average student and the dropout, motivation would be the best word to choose. The dropout has either never developed any purpose for living, therefore lacks any motivation to go anywhere, or they are individuals who have been over-protected or over-criticized to the point that they are too discouraged to try to make any plans. Ninety-five percent lack motivation enough to carry out the simplest plan.*"

D "*The dropout on the surface lacks motivation to do almost anything. Underneath, however, he desperately wants to successfully achieve. He rarely, however, knows how. He wants to pass in school, but teachers go too fast. He wants to belong to groups, but doesn't know the acceptable methods. He wants recognition. He lacks motivation only in the face of inevitable failure -- failure he has known before. In countless cases during summer school, students who began to fail in traditional classes excelled when approached in ways where success was possible.*"

Question: Describe how the school dropout differs from the normal high school student in behavior pattern.

Answer:

Counselor

A "*1. The behavior patterns of dropouts do not drastically differ from the 'normal' high school student; again it is a matter of direction.*
2. They take some pride in the fact that they are 'different.' They are not really different, but rather they are conforming non-conformists. They work so hard at non-conformance that they conform to a pattern in so doing. The pattern: acceptance of friends not accept-

able to their parents; sympathy for the under-dog; a solid defense of individual rights as opposed to the rights of society; immediate returns for their investments in fun and work; acceptance of fads and rejection of majority 'norms'; self indulgence; little acceptance of material things except as status symbols."

B *"Because the dropout is alienated, he responds with hostility and this hostility usually finds its outlet in behavior not acceptable by the normal standards. This behavior may be deliberate but is often unconscious and occasionally due to ignorance of what is expected of him."*

C *"The behavior pattern varies with the environment in which the dropout has been living. One common characteristic is that they lack any firm convictions, or strong interests in anything. Therefore, they are 'followers', 'tag-alongers', and 'applauders' of the slapstick or socially unaccepted behavior that others may engage in. When asked, 'How do you spend your free or leisure time,' 90% would answer, 'Just mess-off.' They have majored in 'messing-off.' "*

D *"At the first sign of frustration, the dropout will tend to either become restless, verbal and loud, or withdraw. He gives up easily and begins to display hostility toward those whom he feels are causing him to fail. His pattern can drastically change when he is in a non-threatening situation. He exhibits defiance by acting or speaking in unacceptable ways. His facade, however, is often transparent, his defenses easily removed, for he wants acceptance."*

Question: Describe how the school dropout differs from the normal high school student in self-image.

Answer:

Counselor

A *"There is no one self-image. It is common to find some aspects of the following self-image in all dropouts: self-guilt for not doing better in school; acceptance of a 'poor lot' in life because it is their fate; they are a piece of bark on the ocean without a sail -- if they had a sail there would be no wind -- if they had wind, there would be no rudder; no jealousy or envy for* *those who do succeed; people don't really understand their particular problems -- sometime there may be someone who will understand; success is not a material thing -- dropouts will be successful without status symbols -- they don't need the symbols, they need love and someone who understands; life is not the future, life is now; their children will not have the same problems -- they will succeed in school; they are no better or worse than the person succeeding in school -- it is just a matter of what you value; they could do it if they tried - they never tried because they never wanted to try; things will be better when they are considered an adult and when they do not have to be dependent upon anyone - adults are not dependent upon anyone; they are important - no one is any more important; they feel too strongly, or are hurt easily - they feel that they are honest but question if anyone else is as honest as they are."*

B *"The dropout usually professes a good self-image saying he could succeed if he wanted to and would work a little harder. But in reality, his poor self-concept is what leads to his poor success. The dropout's unacceptable behavior is usually an attempt to build a self-image at least with his peer group and to be known at least infamously by others thus demonstrating that he has a poor self-image."*

C *"They are a very self-conscious group of individuals. They think the whole world is watching them. (They don't really care or alter their behavior because they think the world is watching, but this makes them sort of 'sneak around ' rather than moving directly to a goal). They really don't know what they want - they lack identity. They attempt to identify with movie or television stars, surfers, race drivers - anyone who has made 'a buck' by luck or chance - rather than a solid individual who works for a living. They really hate themselves so they don't dare think about themselves too much - really very sick people, emotionally.*

D *"Having known only failure both socially and academically, he thinks little of himself. He has little confidence, feels that no one respects him, trusts him, understands him (and unfortunately he is often correct), and he therefore feels alone. He needs constant reassurance, statements of limits, and guidance regarding judgment. He is so certain he will do the wrong thing that he often does. He has often completely given up."*

Question: Describe how the school dropout differs from the normal high school student in future plans.

Answer:

Counselor

A "*1. Many merely claim they don't know. What will be, will be.*
2. What they really want they think to be unattainable and yet a ray of hope always glimmers on the horizon.
3. They are realistic enough to shy away from professional vocational plans, but envisioning the completion of high school or its equivalent.
4. Most envision technical level occupations.
5. Some are satisfied with non-technical jobs. They tend to choose the more lucrative or exciting ones and feel that increased age will compensate for lack of school success.
6. Material possessions in the future are not as important as happiness, love, a good time, and someone who cares.
7. Many want to help the underprivileged and delinquent.
8. Their own children will not be school dropouts. Why? Because they won't let them make the same mistake.
9. Their wife or husband does not have to be a success educationally. The goal of one person to love and accept them as they are rather than as they should be seems to be a recurring theme.
10. For most, the immediate future goal seems to be more schooling or training. They would like to avoid required subjects and just what they think is important, for their benefit; again an egocentric approach but maybe with some truth to it. They don't want the school to prescribe what is best for them.
11. They would rather fail under their own power than be a favored pet."

B "*The dropout finds it very difficult to deal in terms of the future and really behaves much the same as the lower class which concentrates on immediate gratification at the expense of long range goals. The dropout is very unrealistic as to what the future holds and lives much in a dream world as far as the future is concerned."*

C "*They have fewer 'plans' than any group you could isolate to study. Any future goals they do have relate to two* *basic areas: (1) purely biological or physical gratification of needs - want things such as home, love, family. (2) material things - so plans relate to getting a bigger care, bigger boat, nicer clothes. The future plans lack any provision for spiritual or intellectual growth, 'making a worthwhile' contribution to society, or even to their own family is not in the plan."*

D *"The dropout has dreams of good jobs and much money. His goals often lack realism. He often lacks necessary discipline to reach his goals. He also has negative feelings about his future. He feels that he will continue to be a failure. He often says, 'What can I do, I'm nothing.' Since he is often concerned about immediate gratification, long range plans are difficult."*

__Question:__ Describe other ways in which the dropout may differ from the normal student.

__Answer:__

Counselor

A *"In the areas of personality, there is a tendency for the dropout to concentrate and amplify the weak aspects of his personality rather than capitalize on the strong aspects. Is this because he has so often been told his faults and never his assets? In school, the dropout tolerates the classroom situation rather than participate in the classroom situation. I feel that this is a reaction to having been hurt or slighted by teachers in the past. The dropout seems to be tough outside, but to be easily hurt if he is ignored or talked to in a superior way. He would like to participate but bears the scars of past trials. He doesn't want to be made a fools of, therefore he sits and tolerates a situation until it becomes intolerable to sit any more without being a part of the situation. I am sure that all of these students have been 'chopped' in a classroom situation because their questions have been thought stupid, or because their remarks were taken to be irrelevant rather than serious. Many say, as soon as I walked into a classroom, 'the teacher types me. She looks like she expects a hood, what chance do I have.' Perhaps if they were accepted as a part of the normal curve without having to conform to two standard deviations above and below the mean, they would feel free to participate and could make better grades and feel that they were a par-*

ticipating individual rather than a 'hood.' "

B *"The dropout appears to me to generally be alienated from his family group or at least a part of it with a greater intensity than normal students. The dropout also resents being accepted on behavior rather than for himself and at the same time finds that others consider his behavior more so he finds himself in a vicious circle."*

C *"In general, the dropout is not: (1) healthy (2) good-looking (3) secure in his relationship with other students (4) aware of cultural advantages available to him in his own community (5) popular with other students (6) active in his participation in school activities (7) hungry for knowledge as is the regular high school student."*

D *"He feels alienated and alone. He is often quite individualistic and resents demands that he conform to gain acceptance. He would like to be accepted as he is. He frequently senses hypocrisy in others. He resents threats as a means of manipulating his behavior. He demands trust and respect. He tends to be an idealist in that he ponders incongruities he sees around him. He dresses, acts, and speaks defiantly. Instead of sensing his hurt, authority figures are usually threatened, reject him, and his behavior is disfunctional, but he knows no other way. He demands a genuine relationship with an adult. He loathes patronizing. He often refuses to 'play the game.'"*

Question: Would you please make a general statement as to why most students drop out of school?

Answer:

Counselor

A *"Most students drop out of school for two basic reasons:*
1. They are given the feeling that it would solve a lot of the school's problems if they were not there. This not only can come from school personnel but groups and cliques within the student body.
2. Personal illness, family illness, or problems make regular attendance at the same school a remote possibility. Consequently, when they do go to school they never know what is going on. They find neither the support at school or at home to fill in the gaps so that they can

catch up. When you get no help with a seemingly hopeless task, it seems natural to reject the task entirely after a while. Hence they leave the task. The same situation is not true in the world of work. You can return to a job and continue where you left off, or learn a new assignment quickly. Someone is there to help you and tell you exactly what to do, how long it should take, and what the reward."

B *"The dropout seems to have a poor self-image and less success in more endeavors than the normal student and lower tolerance for the frustration that comes from not succeeding."*

C *"Most students drop out of school because they lack the self-discipline and motivation to keep up with the school work assigned to them."*

D *"Very often they feel rejected, alienated, and alone. They experience in school only failure. They often are encouraged at home to get a job. With peers they often miss school and get behind. Thus being rejected, being behind, and feeling alone, the student sees no reason to stay in school. Often his clothes are such that he feels embarrassed to wear them and begins truancy patterns."*

Question: Do you feel that there is basically significant differences between a dropout and a normal high school student?

Answer:

Counselor

A *"1. There is not a basic difference in intelligence.*
2. Achievement is not as great; there are perhaps emotional reasons for this rather than reasons that can be corrected by improved study habits.
3. The value structure is somewhat different. The dropout is more egocentric. He wishes to help the individual but not the community. Family and friendship ties are dependency needs; the dropout may want to break them but seems not to be able to succeed in doing it as well or as 'cleanly' as the 'normal' student.
4. Self evaluations by dropouts seem to dwell upon and emphasize the negative rather than the positive. Is this because they feel inferior?
5. Sincerety is the same; honesty is the same -- perhaps

better in the dropout.
6. Dropouts are more egocentric. Less community oriented. They exist for their own pleasures and reasons.
7. The motivation that is directed from school to other focal points seem to make the creative dropout exceptionally so. Better than average musicians, artists, satirists, surfers, con-artists, politicians, comedians, dancers, mechanics, hobbiests, and maybe friends.
8. The philosophy of life of dropouts is different than the 'normal' high school student. Few dropouts believe that they are the sole masters of their destiny. Most are fatalistic. Most live for the present; the future will take care of itself. Life is for the young and youth is life. Their best living is now -- and this is reinforced by adults. 'Your school years are the best years of your life.' 'You don't know how lucky you are to be young.' 'Just wait until you have the responsibility of...' "

B *"No. Not a basic difference, more like difference in intensity. What I mean is that all people seem to be basically similar but do differ in degree of whatever you are trying to compare them in."*

C *"There is as much difference between a 'dropout' and a normale high school student as there is between a woman who is pregnant and a woman who is trying to get pregnant."*

D *"He often lacks a stable home life. He lacks acceptance, affection, and love. He lacks some or all of the symbols needed for identification with the middle class. He is not, however, inherently different, merely environmental circumstances differ usually."*

Question: Would you make the statement that dropouts are generally lazy, immature, dull, normal intelligence, etc.?

Answer:

Counselor

A *"The statement is ridiculous and not substantiated by fact.*
1. They are termed lazy only because they direct their energies in non-conforming ways.
2. They are termed immature because their value structure does not necessarily conform to one standard deviation above and below the mean.

3. They are not dull. They lack verbal skills in many instances but perhaps because of the fact they are acutely sharp intuitively, and perceive things exceptionally well. They are sensitive to feelings and when they strike out, or strike back, they are often misjudged. They can talk to adults probably more readily than the 'normal' high school students because they consider themselves young, independent adults.
4. I doubt that with large samples you would find below average intelligence if measured by individual tests. If measured by group tests, they will not test as high because of the deficient verbal skills.
5. Dropout in the past and in the future will make outstanding contributions to society. The energies they direct to non-school pursuits in sports, vocations, hobbies, and music and art will assure that."

B *"No. Generalities in any form are dangerous and if anything, it is generalities on the above that have helped alienate the dropout. What is needed is more individual consideration. Also, I feel that we must recognize that people are more similar than they are different and thus pointing out differences are really misleading."*

C *"The general statement I would make concerning dropouts is that they are basically an unhappy group of individuals who lack enough motivation to work their way out of this state of unhappiness. They do not understand themselves, so they can never be free. They are prisoners of their way of life."*

D *"The outward appearance of laziness may cover feelings of defeat and failure. He is immature to the extent that he often lacks self-discipline which leads him to exhibit disfunctional behavior. Test scores place dropouts in all categories. These same scores tend to be invalid since the dropouts usual reading deficiency inhibits his doing well on tests. Also, the tests tend to assume familiarity with WASP mores, and the dropout is hindered by ignorance of these."*

Question: In your opinion, does parental attitude play an important part in the life of a school dropout? If so, how?

Answer:

Counselor

A "1. *The parental attitude as I assess it would like to see their children succeed academically. This attitude, however, is not always supported by taking the time to work with the child especially in the early grades. These parents may feel guilty for not having taken a more active part in the previous school life of the child and now try to compensate by being overly solicitous to the school.*

2. Parental attitude seems to be a most important factor in school success. If the parents va lue school, probably the children will. Verbalizing this belief and being sincere in this belief are two different things.

3. I often feel that the child is getting even with the parents for some feeling, real or unreal, of injustice by not doing well in school. This hurts the parents as nothing else seems to be able to. I have had counselees admit that this is the way they get even with their parents. This reaction could be unconscious as well as conscious on the part of the child. Again, this is not true in the world of work. Parents do not necessarily dote on the success or failure of children at work. They are not called to the foreman's office to account for work behavior. To quit or to be fired does not reflect upon the family as readily as failure in school."

B "*It is my feeling that all people build their self-image from their environment which parents are the main part of. Thus, it is the primary responsibility of parents for the success or failure of their children. Keeping this in mind we must not forget all other factors of the environment have their influence also.*"

C "*Yes, parental attitude has played a part - how significant a part varies with each individual. The general mistakes that various parents have made might be one, or a combination of the following:*

1. Overprotected when students were young, then expected them to grow up overnight.

2. Been too critical which destroyed the student's self confidence.

3. Provided too many luxuries without requiring the student to accept any responsibilities.

4. Provided a very poor example behavior-wise. Example: poor provider, alcoholic, other character disorders.

5. Not shown sufficient enthusiasm or support for the *student's interests and projects, thus stifling initiative."*

D *"Particularly in some minority groups, school is shunned. In lower socio-economic classes, money is often more important than education. The dropout usually looks for immediate gratification which he feels he can find better outside of school. Parents often discourage him. Particularly, however, with the potential dropout, parents are highly motivated toward completion of school for their children. They even sometimes pressure him behond his apparent potential. Their over-concern may be a contributing factor to the anxiety levels of their children."*

Question: **Have you seen any appreciable differences of attitude toward education of the parent of a school dropout versus the parent of a normal school student?**

Answer:

Counselor

A *"1. I have not seen any appreciable difference of attitude toward education as expressed verbally in a conference. 2. Many parents of dropouts do have suggestions for public schools. Many of the same suggestions I have heard suggested by administrators and other educators. For example: Why can't they have remedial reading classes? I wouldn't mind if my son were in just a reading class all day until he learned to read. Is suspension the only answer? I want my child in school but after so many suspensions for breaking rules, how can he catch up? 3. Most dropout parents are appreciative of what the public schools are doing and endorse and support public education. They do not harbor resentment but wish that things could have been different. They want their children to succeed and usually don't blame the schools."*

B *"I feel that the dropout parents' attitudes toward school usually follow two patterns: 1) those parents that have an indifferent attitude toward education and see it as mainly an economic factor, and 2) those parents that emphasize schooling too much with the emphasis on student behavior or achievement for acceptance."*

C *"Over half the parents of the counselees assigned to me had one or more parent who had gone at least two years to* *college. I feel this is not at all typical of the population in general. The parent of the normal high school student has a better education and places more importance on getting an education and in 'learning for knowledge's sake' than does the parent of the dropout."*

D *"The dropout tends to have parents who have not finished high school. The potential dropout has parents from high school to junior college graduation apparently. They definitely tend to favor completion of secondary school. The writer met very few college graduates among parents of dropouts."*

The teachers' questionnaires were similar to those of the counselors'. They were asked to view the students as they saw them from the teacher's standpoint. Basically, Creative Analysis was used throughout the three summer programs, but here again, there were some differences in the level of commitment of the teachers in adopting philosophical Creative Analysis problem-solving techniques. The teachers held similar philosophies, but like those of the counseling staff, were different in observations of what they had seen in the summer school and what they had learned in working with the school dropout and potential dropout. Teachers A and C were completely committed to the Creative Analysis theory and practice, while Teachers B and D were students of Creative Analysis but not as committed or dedicated to this philosophical idea. Thus, it is interesting as the reader reads the material below, to see the similarity yet to recognize the variations in the four separate approached to curriculum.

Question: Describe how the school dropout differs from the normal high school student in his attitude toward school.

Answer:

Counselor

A *"Apparently, the high school dropout has reached a decision to not do any school work long before he drops out of school. He oftentimes has had years of practice at not doing assignments and building rationalizations about his lack of work. This fiction can be broken by a period of success at completing work. He differs from the normal student by his lack of confidence and faith in his ability to accomplish."*

B *"If school means a collection of young people, these youngsters have even more need and desire to be in school than normal. If school means an arrangement for adults to impart and young people to learn academic skills and facts, these youngsters often display an immediate negative attitude. However, after this expression and under adjusted circumstances (such as those in the summer guidance program), about one-half of the young people participate in the school program. Later on, if there isn't too much compulsion, another quarter of the students go along too. If school means an inflexible and traditional arrangement, almost all of these students display attitudes of fury, flight, and sullenness."*

C *"Basically, the students with whom we dealt this summer displayed an attitude of distaste toward school in general, though it was quite evident that the attitude varied from course to course and especially, from teacher to teacher. Evidently, the teacher is a primary factor in motivating and encouraging the student. Although there are as many causes for dropping out as there are dropouts, the net result with these students is a dislike for school and all that it stands for."*

D *"The high school dropout seemed to have a short attention span. He shows resentment of authority and lack self-discipline in study habits and classroom conduct. He has experienced failure often. He has infrequently participated in school activities. Because he has often experienced rejection, he will readily respond to teacher approval, acceptance, and concern."*

Question: Describe how the school dropout differs from the normal high school student toward authority.

Answer:

Counselor

A No Comment.

B *"Immediate reaction to 'authority' as represented by the administration and the staff is negative. However, three-quarters of these students accept authority if: 1) it is exercised sparingly (with reasonable counseling as a substitute for it); 2) it is tempered with goal-oriented mercy and understanding; 3) they are allowed to ask for* *the reasons behind it sometimes and led to assume it the remainder of the time; 4) students are led (together and separately) to do problem-solving activities themselves rather than have an adult supply 'authoritative' predigested methods and materials in lecture situations; 5) they are allowed to talk as they work (think)."*

C *"Herein lies the key, I believe, to the dropout's attitude toward school. The discipline and the personal responsibility inherent in the structure of the public high school is the thing which the students appear to resent and against which they rebel with a vengeance. They hate to be told what to do, and they aren't capable of telling themselves what to do, and thus the confusion and the inability to adjust to the 'normal' school situation, and for that matter, to society."*

D No Comment.

Question: Describe how the school dropout differs from the normal high school student in his attitude toward society.

Answer:

Counselor

A No Comment.

B No Comment.

C *"In a sense, society imposes the same sorts of discipline and demands the same personal responsibility as does the school. School functions as a miniature of the adult world in which youngsters are expected to develop the proper patterns of behavior which will make them acceptable to the adult world and prepare them to function adequately in that world. Obviously, if the youngster can't cope with the school situation, he most likely will fail in the big world. They know this, and they rebel against society's restrictions and expectations, too, which seems to at least partially explain why so many of our students have been in trouble with the law for reasons other than just truancy."*

D No Comment.

Question: Describe how the school dropout differs from the normal high school student in his motivation.

Answer:

Counselor

A No Comment.

B *"These students are generally motivated toward immediate goals and tasks. Again, about one-fourth of the group seldom show motivation toward any goals, whether immediate or long-range. They seem to be too involved in the personal problems of now to set any goals. In the classroom, a sequential program of learning presented in small chunks (with duplicate experiences to compensate for erratic attendance and an opportunity for make-up work if the student wishes) seems the best way to take advantage of the mode of motivation which is prevalent.*

C *"Whatever motivation these students may have is usually channeled in directions other than academic. How can a youngster who is totally involved in his own personal problems of adjustment, who can't see any farther into the future than tonight, whose parents care little or nothing about him and offer him no encouragement, no intellectual or cultural stimulation, who wish he were anywhere but near them, and who feel that the least he could do would be to get a job in a gas station and bring in some cash in order to at least partially atone for his existence, how can ye be expected to have any educational or even any other form of constructive motivation? Occasionally, one will appear who is highly motivated to get out of his present situation and make something of himself, but he is rare indeed. Most of these people are motivated by their peers, will do anything to be accepted by their peers, care little about what adults think, and are greatly interested in sex, alcohol, tobacco in any form, drugs (often) and various forms of anti-social behavior which they believe make them look like adults, at least to each other. There seems to be a tremendous need to be 'grown up' but no apparent ability or knowledge with respect to how to achieve it. The result is this diffused, seemingly to them, adult-like behavior which only gets them in trouble with adults."*

D No Comment.

Question: Describe how the school dropout differs from the normal high school student in his behavior pattern.

Answer:

Counselor

A No Comment.

B *"At least half of these students have tendencies to display these characteristics: 1) hyperactivity 2) acting out of personality problems (habitual aggression) 3) shorter attention span in terms of specific tasks in the classroom and curriculum areas and approaches 4) a tendency to lack middle class mores as bases for behavior patterns.*
At least a portion of the remaining half display: 1) withdrawal from the group and from school and class activity 2) refusal to speak, act, try to relate to others or their activities 3) tenacious participation in one activity to the exclusion of others, such as reading, drama, art, music, surfing, electronics, etc."

C *"In light of the above, the behavior pattern tends to be anti-social in nature; attention-getting appears to be a primary goal; adult-imitation is rampant, but the tendency is to imitate the vices and not the virtues of adults. Sullenness is common."*

D No Comment.

Question: Describe how the school dropout differs from the normal high school student in his self-image.

Answer:

Counselor

A No Comment.

B *"Many of these students before participation in this program have severe doubts about their own worth. They feel that they have little ability, little parental respect, and are rejected by peers. They live in a fantasy of self-deprecation which has some characteristics in common with the fantasies of over-valuing self which some others* *at times display. Some find it very difficult to accept praise even if it has a legitimate basis in the eyes of the one who gives it."*

C *"The self-image of the dropout is confused and unclear. He sees himself as capable of taking on adult responsibilities, but he is much in need of adult guidance, affection, and discipline (this he will deny). He often feels he is discriminated against by his parents, his teachers, and society. He identifies with others of his age group who are like him, conforms slavishly to his interpretation of their standards often with the result that he loses his own identity and his self-respect. I wonder if some of these youngsters don't hate themselves, judging by the foolish and very dangerous situations in which they put themselves."*

D No Comment.

Question: Describe how the school dropout differs from the normal high school student in his future plans.

Answer:

Counselor

A No Comment.

B *"Few of these people have future plans which go beyond the next six months. Life may have taught them about the insecurity of goal-setting done by those they have known and by themselves. They realize that they cannot plan with security for the future in regard to the job market because their skills are so meager. Their educational plans are in limbo because they are tied to their personal problems and the vagaries of family situations, school attendance, health, financial considerations, etc."*

C *" These people are so involved with today and with right now that they are generally incapable of looking into the future. Very few of them have thought about graduating from high school, about college, or about getting a job because this all seems to be so far off to them, even though it may be only a year or two away. When one does express his plans for the future, they tend to be very unrealistic and often glamorous -- law, politics, medicine, theater, etc. However, no thought has been given* *to how these lofty goals are to be attained, no concept of the preparation necessary, and no apparent insight into their own personal limitations."*

D No Comment.

Question: Describe other ways in which the dropout may differ from the normal student.

Answer:

Counselor

A No Comment.

B No Comment.

C *"Other ways in which he may differ from the normal student are probably most conspicuous in the mode of dress which ranged from filthy and shoddy to immaculate but outrageously gaudy. Although many teenagers follow slavishly each new fad, the dropout goes to extremes either in outdoing the fads or in rebelling against the fads."*

D No Comment.

Question: Would you please make a general statement as to why most students drop out of school?

Answer:

Counselor

A *"For as many reasons as there were students. Parental problems, pregnancy, marriage, failure in school cigarette suspensions, forced into full time work, poor choices of peers, lack of proper home guidance, series of poor teach- etc, etc., etc., etc. If there was one biggest reason, it would be failure and the build-up of rationalizations to not continue in the work."*

B *"Most students drop out of school because they see little relation between the activities, purposes, and organization of the 'school' and their own immediate needs. They are confirmed in this view by those of others (adults and students) who see little practical use in 'school.' It is a cycle of shared failure -- of parents, of the school,* *and of a portion of the young people exposed to the school situation."*

C *"Almost invariably, youngsters drop out of school because they are incapable of adjusting satisfactorily to the public school situation; they fall behind in their studies; they become frustrated; they see the hopelessness of staying in school; they often lost sight of the value of education; and until they can find a solution or solutions to those problems which have caused them to fall behind, they feel that they cannot function at all in school."*

D *"Emotional problems of the student in relating to his home, his peer group, or his community, resulting in truancy and poor grades which of course lead him even further away from 'belonging.'"*

Question: Do you feel that there is basically a significant difference between a dropout and a normal high school student?

Answer:

Counselor

A *"In order to not have to attempt work and fail, the dropout created as many distractions as possible, any interruptions are grabbed at as an excuse to not attempt or complete a body of work. However, the dropout has not experienced success in the areas of extra-curricular activities either. The experiences outside the academic atmosphere must be rich and rewarding, but they must be structured so as to not interfere with his growing success in the classroom."*

B *"I believe that a 'dropout' needs more more individual attention and understanding than the 'normal' student does. As mentioned before, if three-quarters of the students respond to this, maximum expectancy has been approached."*

C *"The most significant difference appears to me to be this factor of adjustment. Many students who remain in school have problems similar to their dropout friends, but for some reason, are able to cope with the school situation in spite of this."*

D *"The dropout uses irrelevant comments to distract class from subject and draw attention to him; he has a short attention span; he needs encouragement more than other* *students; he needs to experience success more often."*

Question: Would you make the statement that dropouts are generally lazy, immature, dull, normal intelligence, etc.?

Answer:

Counselor

A *"Dropouts might be any of the above. So might a student who does not drop out of school. The reason a student drops out of school may or may not be related to a personality trait. The biggest single common personality trait is a lack of confidence and an acceptance of failure in the mind of the student. This is accompanied by sets of rationalizations or other defense mechanisms which the dropout does not want to let go of."*

B *"No, I wouldn't be trapped into making such a subjective statement."*

C *"I would say that dropouts tend to be lazy in the academic sense, but we must be careful to identify the causes of this laziness. To say that they are just naturally lazy is too easy. If they are of low intelligence, have physical disabilities, or emotional problems, their laziness is more likely to be in reality an inability to handle the work resulting in frustration and thus no effort. If they are of above average intelligence, they may very well be bored with the slow pace the the busy work assigned in class and as homework and again, the result is frustration and non-productivity. Many of the dropouts whom I have encountered have tended to be somewhat immature, not necessarily in the physical sense -- though this is common too -- but in the emotional sense. The lack of a sense of responsibility and any capacity to think about the future are primary characteristics of the dropout."*

D *"Immature in many cases; failure to accept responsibility for their own actions. Lack of self-discipline. Lack of confidence. Approach to life is often non-conforming, but creative."*

Question: In your opinion, does parental attitude toward the student and school play an important part in the life of a school dropout? If so, how?

Answer:

Counselor

A No Comment.

B *"Yes. Parental egos are deeply involved. Because of previous disappointments after false hopes, the parent is often the last person to believe that any real progress has been made. Negative student attitudes toward school, work, and young people generally are sometimes reflections of parental expressions of attitude. Their own failures and/or weaknesses tend to be prolonged in their children. In all fairness to parents, however, it should be said that it is doubtful if parental attitude is the most important factor in the life of a school dropout. How about weaknesses in the school personnel and program? Would you believe the importance of faulty social forces in the community? Other factors?"*

C *"It would be misleading to generalize on this topic, but I imagine that one could safely say that in a good many cases, parental attitude appears to play a negative part in the life of a school dropout. It seems that the first rebellion is against the parents; thus these youngsters will go to extreme lengths to show their contempt for the opinions and attitudes of their parents."*

D No Comment.

Question: Have you seen any appreciable difference of attitude toward education of the parent of a school dropout versus the parent of a normal school student?

Answer:

Counselor

A No Comment.

B *"No. In both cases, there are parents who evidence interest and those who do not. There are those who attend meetings and respond to the message of education and the mission of the school and those who evince little or no interest."*

C *"Yes. Generally speaking, the parent of the dropout tends* *to be less interested in education, to have less respect for teachers and school authority, and to care less about the futures of their youngsters. They resemble their offspring in that they seem unable to project their own thinking into the future and are more concerned about the minor problems of today many of which can be alleviated by putting 'the kid' to work. Students from educationally motivated homes seem to get more support and inspiration not to mentiol cultural advantages from their parents."*

D No Comment.

CHAPTER 12

WHAT WAS LEARNED ABOUT THE DROPOUT AND POTENTIAL DROPOUT

This portion of the book tries to answer basic questions such as: Who is the dropout? Why does he drop out? When does he drop out? What are some of the characteristics that distinguish him from his stay-in counterpart? Would he return to school if he had the second chance? If in school, could he function in a regular school situation? Is he a capable learner, or is his life completely wasted? Is it true that school officials hold hostilities toward the dropout who wants to return and set up red tape and virtually block the students who attempt to return to school: If he does return, does he stay and if so, how long? What types of problems does he fact once he returns to school? Do teachers change in his behalf? Do they change curriculum in his behalf? Who does make the necessary adjustment in completing a high school diploma?

These and many other questions will be focused in this chapter which describes what we really learned about the school dropout and the potential dropout, and what we learned about sixth grade youngsters who were selected to attend a special summer school program for one year who were predicted by their school officials to be dropouts in the future.

The first and foremost question that has to do with these human beings is their question, "Who am I?"

> *"I used to think I was immature; then they told me I wasn't immature, but I was a retarded learner. They they told me it was self-defeating to think of myself as being retarded, that I really was a slow learner. They they told me a slow learner gave me a bad image of myself, that really, I was a reluctant learner. Then they told me a reluctant learner was over-used, that I was really a recalcitrant learner. I really don't know who I am. I do know that I am still considered a school dropout, but also I have a hell of a vocabulary!"*

One of the major objectives of this experimental program was to help the students find out the answer to this question. In order to help these students discover themselves, however, we first of all had to discover them. In order to do this, a search for these youngsters was undertaken by the Orange County Schools Office beginning as early as 1961. Since that time, to the present writing date in 1967, over 9,000 young boys and girls who are either dropouts or potential dropouts have been contacted and questioned in order to discover exactly who they are and how many such students were like them. Surveys and reports from the U. S. Office of Education in Washington, D. C. commonly quoted a rate of 33% of the teenagers in America who were in school but would not complete a high school education. Labor statistics quoted a higher percentage of 40% of young men and women under eighteen who were school dropouts. In the Orange County study, a 17% dropout rate was found to exist. This figure was derived by counting only those students who actually enrolled in high school and left our schools without graduating or requesting a transcript to be sent to another school. This is the way we established the 17% rate for this report. We predicted that in the school year of 1963-64, there would be approximately 2,266 students who would drop from the high schools in this county. By 1969 and 1970, we could predict a dropout increase to 5,607, provided the population increase continues as projected by experts.

It is generally the custom to consider school dropouts as male students. Rarely do we think a school dropout is a girl. Our study indicates, however, that 46% of students dropping out of school were girls and that 54% were boys.

We found, as we had expected, that the greatest number of students leave school in the tenth and eleventh grades because this is when most students become sixteen years old and may legally drop from school. Out study also revealed that there is a difference in the months and times when students drop from school. The crucial period is always the beginning of each semester for all students. The next peak for those leaving school is during the middle of the semester, which is related to mid-semester grades. Thus, the peak of dropping from school is reached in November and March of the school year in most cases.

Ninth grade students have the most difficulties in February and March. March has a greater percentage of dropouts than other months in the school calendar. The tenth grade students have actually four months that are relatively closely related: September, October, February, and March, whereas the eleventh graders make their largest exodus in the months of September and October with a smaller amount, but still quite significant, in the month of March. The largest proportion of twelfth grade students leave school in the month of October, with the months of September and

November the remaining two most difficult months.

These particular findings could give school personnel a clear picture of the months when special emphasis should be placed on working with potential school leavers. It is also recognized, however, that these particular months are the busiest times for the school counselor for they are facing the problems of enrolling new students in this period, of re-changing schedules, and making program adjustments which is time-consuming in a large high school. Thus, the time available to work with potential school dropout students at this particular time is limited. Nevertheless, students at the various grade levels mentioned here need extra counseling or assistance from counselors and teachers to encourage them to remain in school in this particular time of indecision.

The question arises, Does the size of the school make an appreciable difference in times of the year when students drop from school? That is, does the average daily attendance affect or contribute significantly to the time when students choose to leave? Our findings showed that in a school of five hundred to one thousand average daily attendance, the largest percentage of withdrawals occurred in the months of September and January. For schools of 1,001 - 1,500 average daily attendance, the month of October was extremely high and the months of March and February were the next peak times when students leave their school setting. In the 1,501 to 2,000 average daily attendance, the month of November appeared to be the peak month with September and October following closely behind. In the high schools where the student enrollment was 2,001 to 2,500, there were three peak months that were closely related: October, March, and February. Finally, the schools which had more than 2,500 students in attendance had peak months of withdrawal in September at the beginning of the school year, followed next by the month of October. No actual conclusion could possibly be drawn from this particular statistical finding other than it was revealed in the study that these months were the most prominent times when students did leave and that many students had indicated that their reasons for leaving school was that they were unable to feel a part of the school in its beginning; that they had difficulty in making acquaintances that would possibly encourage them to remain. One could draw from these findings that it would behoove schools to re-evaluate their accepted policies for incoming new students in order to provide some activities early in the school year which would draw the new students into a cohesive group.

Let's move on to the reasons why students drop from school. The reader here is reminded that it would be virtually impossible to ascertain by means of a questionnaire and personal interviews the true causes of dropping from school because the students themselves are not really able to sufficiently analyze the causes that contribute to their final decision of quitting school or the acts that lead the school official to push them out of school. In spite of these limitations, the opinions of students are important. The following reasons for leaving school were listed by students and again, substantiated by a similar questionnaire to the school staff: The reasons are listed in the order of frequency:

(1) lack of interest
(2) poor attendance
(3) academic failure
(4) work
(5) marriage
(6) home problems
(7) discipline
(8) military service
(9) physical health
(10) mental health
(11) pregnancy

Items 1, 2, and 3 total up to better than 66-2/3% of all reasons why students drop from school. These three are also interchangeable since a student who lacked interest would no doubt exhibit poor attendance patterns, and therefore become an academic failure. If poor attendance came first, we might well expect the other two to follow. Such would be the case if academic failure appeared first. Again, all three of these categories can be classified into one of the major causes of the dropout problem.

It has generally been a conclusion of most people that school dropouts lack the normal intellectual ability to function in a school situation satisfactorily and that the best that educators can do for the school dropout and potential dropout student is to provide him with vocational training in minimal occupational areas such as domestic service, ditch-digging, and other low status jobs. This study, however, bears out the shocking realization that a school dropout student is equally intelligent, as judged by standardized, as the stay-in counterpart. In one area of intelligence, the dropout exceeds his counterpart who stays in school. This particular area is in performance abilities. The dropout student will often have a lower verbal score and a considerably higher non-verbal score than regular students, but in totaling these two scores, you will come out with an average range of intelligence as compared with the stay-in school counterpart. Thus, one of our findings was that the curriculum in most high schools is built upon the presumption that all students who are classified as average in intelligence are average in verbal ability, while no consideration is given to the non-verbal part of the standardized intelligence test. It is extremely interesting to note that only 25% of the students in this study were considered below average in intelligence with the cut-off point a score of 89. Better then 50% of these students who were below average in intelligence were boys.

Since this study has indicated that lack of interest, poor attendance, and academic failure were the prime reasons for dropping school, it should come as no surprise to the reader that 67% of the dropouts ranked in the lowest one-third of their classes.

The tenth and eleventh grades are the most common years for dropping from school. What is significant in this finding is the gross imbalance between boys and girls. Heretofore in this report there had been a rather even distribution with the boys always being slightly ahead of the girls. In the tenth and eleventh grades, however, it is clearly indicated that the girls achieve at a higher level than the boys. This serves to re-emphasize the need for experimenting with the overall school program in hopes of finding a cause for the 20% differential between the boys and the girls. Therefore, it would behoove educators once again to reconsider the methods of instruction and curriculum which they are using. It would appear that, as far as these students are concerned, the present day methods of curriculum are inadequate.

The question concerning how students were dropped from school or pushed out is very difficult to answer. Most students claim that it was their idea to leave school; in fact, the survey indicated that 72% stated that they dropped out of school because they wanted to, whereas 28% of the students indicated they were "kicked out" or "pushed out" by school authorities. There is so much variety of interpretation of the questionnaire both to the school and to the student that a measurable answer cannot be given which would be satisfactory either to the students or to the school. The reliability of results would always be questioned because of the need of explaining the suspension policy of each individual district which was a part of the study. Therefore, this question leaves doubt as to whose decision it was for the student to leave school.

Much discussion and speculation takes place in educational circles as well as within other educationally-minded groups regarding the relationships between the student's maturity at the entrance to school and his subsequent adjustment. From what is known about growth and development, it would seem certain that entry should be staggered, since all children are not ready at the same time to enter school. Wishing to relate entry age to the dropout phenomena, this problem was studied.

By California State law, September 1 is the date which determines entry into kindergarten or first grade. A child must have reached four years and nine months of age on or before that date to be eligible for kindergarten. Five years and nine months is the deadline for the first grade. Thus, it is possible for the child who just makes the deadline to be a year younger than the child who just missed it. Those children who were born six months prior to December 1 were termed "earlier enterers"; those born six months after that date were "late enterers."

What was anticipated, of course, were some distinct differences indicating, one way or another, that entry age was a definite cause for school dropouts. No such differences were found, however. Attempts were made to relate intelligence and entry age on the assumption that such a combination might be more nearly related to maturity. Again, no significance appeared. Many types of item analyses were made, but the results were always the same -- half of the dropouts were earlier enterers and half of them were late enterers. It appears that the survey proved that entry age is not as important as expected. Nevertheless, mental age or mental maturity at entry must surely have some effect on the student's receptivity and adjustment to the normal educational process.

As the purpose of this section is to give the reader a clearer knowledge of the identity of the school dropout, a summary is given here of what the writer calls Phase I of this study which was carried out prior to the operation of the actual summer school itself. The analysis of this data reveals the following:

(1) 54% of the students who were studied in this report were male dropouts and 46% were female dropouts, which draws the natural conclusion that male dropouts outnumber the girls. This was statistically significant at the .05 level. This difference was significant at each of the four grade levels.

(2) The greatest number of school dropouts occurred during the first and third quarter of the school year.

(3) Over-age for grades occurred most frequently among ninth grade dropouts. Over-age decreased rather rapidly after grade nine.

(4) Employment among dropouts was most prevalent among boys although this was not significantly important as a cause of dropping out.

(5) Dropouts supporting vehicles were found most frequently after grade nine although this was a rather small factor among the causes for dropouts when the reader considers that only 30% of all dropouts did own or partially owned a motor vehicle.

(6) Male dropouts had records of juvenile delinquency more often than female dropouts. This tendency was significant at the .05 level. Delinquency was most frequent in grades nine and ten. The incidence of delinquency tended to be more prevalent amont dropouts from broken homes than those from normal homes.

(7) At least 70% of the dropouts evidenced average or higher intelligence. The factor of below average intelligence among dropouts diminished rather rapidly at higher grade levels.

(8) Class ranking of dropouts was lower than their intelligence level suggested they should be. Female dropouts tended to have a higher class rank than male dropouts.

(9) Approximately one out of every five dropouts in the city was the result of a school-initiated action. Pushouts occurred more frequently among tenth grade students.

(10) Academic failure, lack of interest, and poor attendance were the most frequently named causes of dropouts. Marriage was prevalent among female dropouts and especially those who ranked in the middle and upper one-third of their classes.

As indicated above, the study of the dropout phenomenon actually had three major phases.

(1) The study of the characteristics and the identification of the dropout prior to the operation of the summer school program;

(2) The actual observation of students to see whether he could function in a school setting or not;

(3) The follow-up -- what we learned about the student in the process of his return to regular school.

As a part of a master's thesis, one of the members of the summer school staff formulated seventeen hypotheses which delved into sociological foundations of the dropout. Following are the findings of the seventeen hypotheses as they appeared in the thesis:

(1) Do dropouts generally come from lower socio-economic strata? 60% of the students in this study did fall below the middle-class bracket of economic income.

(2) Are the fathers of the dropouts more likely to be employed in semi-skilled or unskilled job? 78% of the fathers of these students were employed in semi-skilled and unskilled occupations.

(3) Do dropouts tend to come from larger families of five or more children? Although the tendency toward large families for dropouts has been supported in this study, it was not significant enough to infer that dropouts are a product of large families.

(4) The father of dropouts is more likely to be absent from home with the family living on welfare and no replacement of the father image. To a small degree, this hypothesis was supported as there was a higher percentage of families on welfare and fathers absent from home indicating some instability in students without a father image.

(5) Employment of the mother outside the home is not a significant factor in causing high school dropouts. This was supported because the mother outside the home was not a significant factor in the causal relationship to the dropout. In fact, just the opposite could be deduced because of the increased affluence in the home. If the mother was working, it raised the economic level, and also possibly exposed the entire family to middle-class values and relationships.

(6) Parents of dropouts are generally dropouts themselves. Contrary to the accepted findings of other dropout reports, the finding in this study does not support the idea that parents are dropouts themselves. 42% of the dropouts studied in this report have parents

who were high school graduates. The likelihood that dropouts would have parents who had dropped out of school themselves might be a contributing factor but definitely was not a causal factor. Continuing the study, it was found that usually the mother had more education than the father.

(7) There are usually other sibling dropouts in dropout families. The findings in this study does not support this hypothesis. Apparently, it is not the physical attitude of dropping out but rather the family attitude and relationship to the individual that is significant.

(8) Parents of dropouts have positive attitudes toward education, but display a value set that does not reinforce the attitudes with action. Contrary again to other findings of other dropout reports, the data gathered here supports the hypothesis that it isn't parents' disinterest in education, but rather the parents' inability to reinforce this interest with action.

(9) The family relationships of dropouts are more tense and less stable with noticeable conflicts. There does appear to be a slight degree of support to this statement that there is more noticeable conflict among the dropout families than those of normal families, but it is not significant enough to draw any broad conclusions.

(10) Dropouts do not necessarily come from broken homes. This is confirmed. There did not appear to be a greater percentage of students in this program from unbroken homes as more than 50% of the students came from homes where both parents are still living together.

(11) In the dropout's family, the mother generally appears to be the dominant authoritarian, or sole head of the household. There is evidence here to support this theory of relationship between the authoritarian mother and dropouts. As 72% of these students either had no father or father figure in the home, the mother is described as dominant.

(12) Delinquency is not synonymous with the word dropout.

The hypothesis here is supported that delinquency is not synonymous with dropouts; many dropouts are not delinquents, but many delinquents are dropouts, which in itself is a serious problem.

(13) Dropouts seem to be more transient with many more than the average school-to-school transfers. Dropouts do have many transfers to other schools, but so do other students. Subsequently, this nullifies this hypothesis and makes any kind of inference invalid for the purpose of this study. The results of this study can only imply that there is no significant relationship between mobility and the school dropout.

(14) Dropouts tend to be at least one grade behind in school. The data gathered here supports this hypothesis that dropouts do tend to be over-age for their grade level.

(15) Dropouts tend to have more emotional problems than normal students. This, of course, is quite obvious. Dropouts do have slightly more emotional problems, but this is not significant when they are compared with normal groups.

This study concluded that the general differences between the school dropout and his stay-in counterpart are environmental and family-centered, and pertain to socio-economic and socio-psychological influence, values, and situations that are controlled by the family rather than by the individual. There is basically no difference in the dropout's attitude toward the value of an education than that of the normal student. Each knows equally the value of the high school diploma.

During the preliminary study, twenty-eight homes of dropout students were visited. Nearly all twenty-eight homes reflected neglect when compared to other homes on the block or in the same area. A purely subjective interpretation here might be that these families were suffering multiple problems, be it financial, poor budgeting of money or time. For some reason, these homes, even though they were not in deprived neighborhoods, seemed to lack owners who took enough "pride of ownership" to at least keep up with the standards set by their own neighbors. Here are examples of how this impression was made:

(1) Empty trash containers were on the driveways; other neighbors had returned the empty containers to their service yards.

(2) Weeds were high around foundations.

(3) Yards were inadequately landscaped.

(4) Grass was dying from lack of water and fertilizer, while the surrounding yards were green and plush.

(5) Curtains and windows looked dirty -- or still had Christmas decorations painted on them in late January.

(6) Houses needed paint and small repairs.

(7) Fences were broken, or badly in need of paint.

(8) Interior of home revealed lack of coordination of types or styles of furniture.

(9) Floors lacked wax or protection of any kind.

The impression was so consistent that after looking up approximately ten addresses, the interviewer began to "guess" which house the next address would be without actually looking at the house number.

Further observations were made concerning the dropout student and the "normal" student. The "normal" high school student is willing to conform and be accepted. The dropout will accept nonconformity and takes pride in holding his own with adults. The dropout, too, wants to be accepted, but as he is, without the veneer of sophistication. To conform is not to be honest with oneself. Conforming is "finking."

Dropouts hold no resentment toward school. They are willing to assume all the blame in most cases. They were wrong; they admit this. They can't bring themselves to be otherwise. However, because they feel that after all of their failures, they will not get an even break, they are sure they will fail again in school and feel that this is their destiny in a school situation.

They know they are not failures in life. They usually are in conflict with parents. The normal child has some conflicts but resolves them without feeling that he has lost face or been given unreasonable treatment. The dropout seems to have been arrested in the egocentric stage of development because his rights are more important than his family, the community, and the school. More success can be achieved in dealing with the dropout if he is not put in an either/or situation. He will get his right if it is his decision. He will take a right if he is forced, pushed or made to do something. It does not seem to be a matter of not recognizing what is right, but rather an intense protection of his right to do what he wants. He would like to succeed but he wants to do it on his own.

One of the strong points of the summer guidance school was the fact that no one was forced, only asked or given suggestions that could be accepted or rejected. The dropout does not relate to society; he does not identify with it. He relates only to his friends whom he values. Friends are transitory. The dropout relates to the game but not so much to the individual. He has strong feelings toward the group, but has difficulty in making permanent personal relationships. He would like to be a close friend, but often seems afraid and doesn't want to be hurt. The dropout is more concerned about what society can do for the dropout than for what the dropout can do for society.

Contrary to what many have said, the motivation of the school dropout is extremely high. The direction in which this motivation is directed, however, is not generally accepted by our society. It may be seen in surfing or working on cars or avoiding work with a passion when school work is concerned. All these factors are motivated or conforming motivation. Some claim to be lazy, but the dropout is not indolent. He works hard at protecting his own ego. He works hard at a defense mechanism usually difficult to break through. If motivation were low, then we would find it difficult to explain how these students provided their own transportation to summer school, and gave up six weeks of beach and surfing time to attend a special project of this nature.

The things that seem to motivate most school dropouts are immediate returns for their investment. They want a good time now; they want a car now; they wants friends now; they want adult privileges now; they want remunerative jobs now; they want a high school diploma or entrance into a junior college now. They do not want to wait for anything.

The behavior pattern of the school dropout does not drastically differ from a normal high school student. Again, it is a matter of direction. The dropout takes some pride in the fact that he is different. He isn't really different but is a conforming nonconformist. He works so hard at non-conforming that he conforms to a pattern in doing so. The pattern includes acceptance of friends not acceptable to parents; sympathy for young adults; a solid defense of the individual right as opposed to the rights of society; an immediate return for his investment in time and work; an acceptance of fad and rejection of minority norms; self-indulgence; little acceptance of material things except as status symbols.

The dropout's self-image and ego are severely damaged by the time he has reached the high school level. He has self guilt for not doing better in school and acceptance of a poor lot in life because it is his fate. There is little jealousy or envy for those who do succeed. He feels the adults in life do not really understand his particular problem and is constantly hoping there is someplace where someone will understand him. Life is not the future - life is now. The dropout contends that his children will succeed in school; his children would not have the same problems that he had. He prefers to be treated like an adult than a teenager. He feels that he is important and that no one is any more important than himself.

In the areas of personality, the dropout has a tendency to concentrate on and amplify the weak aspects of his personality rather than to capitalize on his strengths. The dropout tolerates the classroom situation rather than participates. He appears to be tough outside but is easily hurt if he is ignored or talked to in a condescending way. He would like to participate in classroom activities but there are the scars of past trials. He doesn't want to be made a fool of; therefore, he sits and tolerates the situation until it becomes intolerable, and then begins to absent himself from class.

There appears to be no basic difference in total intelligence scores between dropouts and other students. However, there are some differences in the breakdown of performance and verbal abilities. In many cases, the dropout students rank higher on the performance score rather than verbal academic score. Their achievement is not as great as the normal student. This is perhaps caused by emotional problems rather than lack of academic skills.

His value structure is somewhat different than the normal school student. The dropout is more egocentric. He wishes to help the individual but not the community or the family. (The dropout may want to break dependency ties but seems not to be able to proceed as well as the normal high school student.) Self evaluation by the dropout seems to dwell upon and emphasize the negative rather than the positive.

The school dropout is sincere and honest. His philosophy differs from the normal student by believing that he is sole master of his destiny. Most are realistic, most live for the present and the future will take care of itself. Their best living is now. This is enforced by adults when we say, "Your school years are the best years of your life. You don't know how lucky you are to be young. Just wait until you have the responsibilities of a family and work."

One may conclude from our study that the dropout is different in many ways but in many other ways he is like his counterpart who remains in school. His basic desire for success and wanting to feel needed are the same. It is the manner in which he obtains these basic goals that makes the difference. We have learned unquestionably that the school dropout would rather remain in school than out of school, that he has the mental capacity in most cases to complete an educational program. There are various emotional and physical problems involving himself, his family, his community that he is unable to cope with. His fatalistic attitude and his lack of faith in the future seem to be major factors in his outlook on life.

The third phase of our study was the follow-up where each counselor remained in contact with his counselees during a period of readjustment to school which lasted ten months. Several questions were considered when attempting to measure the effectiveness of the total program, including the effectiveness of a six-week summer session and their reaction to a regular school program in the fall after the summer school:

(1) Will high school dropouts be interested in returning to school? Very conclusively, yes. 97% of those students who were available for school returned in the fall. However, some students, because of marriages and families, entry into the service, or full-time employment, were not eligible for return to high school. Therefore, they were not counted in the above percentage. This program does prove that even though a student may drop out of school once, he will not necessarily want to stay out indefinitely. It is difficult for students eighteen years of age and older to return to high school, thus other means of education must be provided for them.

(2) After an intensive program, will the success of the participating students be greater than before

dropping out of school? It was found in the follow-up study that the grade point average, the criterion for success, did increase considerably upon his return to regular school.

(3) After an experience in the summer school, will students' choices of occupations be more realistic? The findings in this program indicated that approximately one-half of the occupational choices mady by the school dropouts were more realistic at the end of the summer school than they were at the beginning.

(4) Can the attitudes of school dropouts be changed toward school in a six-week period? Significant attitudinal changes were effected as the result of attendance at the summer school.

In summarization, we have discovered who the high school dropout is; what he thinks about himself, his school, his family, and society; how he will function upon his return to a regular school situation; and that he is desirous of continuing high school and will sacrifice to meet this end if necessary.

The dropout student or potential dropout can be observed as the following:

(1) The dropout needs an opportunity to succeed.

(2) His great resentment is against authority.

(3) His greatest interest is in himself.

(4) His most serious handicap is his inability to communicate effectively.

(5) His past is usually a history of poor and varied grades, of numerous absences from school, of feelings of rejection, unreasonable treatment, and resentment.

(6) He is basically sincere and honest and very blunt -- not much concerned with diplomacy.

(7) He usually appears to be lonely, attempts loyalty to peer groups, would like a close friend, but has difficulty in being one, and is often resistant to kindness which he wants very much.

(8) He is concerned with the present as it relates to him; now is the keynote in his time consciousness.

(9) In intelligence, he may be below average or very high; no pattern is observable, however, he is often retarded in reading.

(10) He does not necessarily come from a broken home.

(11) He wants an education, money, and fame; he needs perseverance, and an opportunity to express himself freely.

(12) He needs most of all, security.

CHAPTER 13

SUMMARY

The philosophy in the planning and operation of the summer guidance school has been a modern application of the parable of the Prodigal Son and the understanding father as found in Luke: 15 of the Bible. When the son was in a far country after making his mistakes and failing to succeed, he finally "came to his senses." He resolved to join his former society and return to his father's house. The summer guidance school gave over five hundred young people a chance to return when they had become pretty "far out." Every student in this school was welcomed back as he was. The professional staff was happy to work with him for "he was lost and is found." Of course, there are some people in the modern community who are like the brother of the Prodigal Son. These people mostly were intelligent, graduated from college, in a profession that is geared to help educate youngsters. These were the vice-principals and principals of only a few schools, but they did exist. They complained that "never once did they disobey orders" and they could not understand why these youngsters had a right to return to school. I have often wondered why these few were able to take it upon themselves to say to a young man or woman that he was not worth saving. Imagine, if you please, in the summer of 1966, two young girls who had attended the summer school and had expressed a desire to return to school in the fall. Through counseling assistance, arrangements were made for these young ladies to return to their school. They were met by their principal on campus before they could get to class and were told, "We don't want you;" or in another case of a boy who had returned to school and was greeted by the vice-principal who walked up to him the first day on campus and said, "Buddy, don't worry about a thing. You won't last in this school -- and I'll see to it." These stories are fact, but fortunately, there are only a few school personnel who are like these two. In most cases, these students were welcomed back into their regular school with open arms and with acceptance to try again.

Basically, the summer guidance school staff who were well qualified, highly trained, and in high positions themselves, had this message -- that these young men and women are worth saving. Those of us who have been involved in the study of these youngsters since 1961 are proud of what has been accomplished and are particularly proud of the fact that over five hundred boys and girls have had an opportunity to work with teachers, counselors, psychologists, nurses, and school administrators who really cared for them. Whatever distaste they had toward education had definitely changed. They have found in this program a group of dedicated educators whose only prime interest was, "How can I help you help yourself?" These are the educators who reached down to help youngsters so they could reach up. These are the educators who were trying to help these young people to get into the main stream of society, rather than possibly go downstream in a never-ending battle for life with no opportunity to win. These students have proven without a shadow of a doubt that they are capable of learning, that they want to be accepted as all other young men and women want to be accepted. They were willing to try again what they had so often failed at - learning to read, write, and do math. It is only the foolhardy who stand in the doorway and block these attempts to readjust and to return to a school program. Students who are forced out of school or who quit on their own are students who really do not want out, but too often they are students who have been backed into a corner by the school officials or by family problems from which there is no way out except to quit. Once they have quit, they are sorry because they realize as well as any other person that an education is the most important asset that anyone can have. The minute these students are denied the opportunity for a high school diploma, they are immediately a third or fourth class citizen, and no one recognizes this more than the students themselves.

There were many obstacles blocking a student's enrollment. As this was an experimental program, and as many educators have felt that these students are not worth saving, we did not offer a "spoon-fed" program. First of all, the students were subjected to an interview by a counselor once they had heard about the school. The first hurdle which was purposely set was that the students had to find their own way to the county schools office from distances of five to forty miles. This was purposely planned to demonstrate once again to all educators if a student really wants an education, he will sacrifice for it. So often we have heard our fathers and their fathers before them say that easy education is no good at all. These students were forced to seek out the county schools office for an interview. Once the student was selected to attend school, particularly in the year of 1964, there was no free transportation for him, and in the county, there was no public transportation. Our demonstration of faith in these young people was further vindicated by the fact that they hitch-hiked, had neighbors bring them, or had their fathers bring them to school two hours before the eight o'clock session. Several of the boys who hitch-hiked to school would stop and call the school's office and report that they were at a certain intersection in Orange County, that they realized that it was eight o'clock, but they had not had a ride and they would be in as soon as they could get a ride to school. The responsibility that these students readily accepted in notifying the school of their tardiness was overwhelming.

Once the student finally arrived on the scene and school began, there were four and one-half hours of continual work. As the class sizes were small, each teacher and counselor was able to individually keep track of each student's progress. It was no picnic for them to give up the best surfing time of the day, the beach, and in some cases, full-time jobs in order to return to school. No one will be able to tell any of the staff members that these students were not worthy of saving. They demonstrated over and over again their sincerity, their adjustment to new situations, their maturity, and their acceptance of responsibility. They were proud of their own achievements and of the fact that for the first time in their educational life, they had been able to witness success, were able to reach up and grasp the educational hand of the professional staff, and wanted to continue the experience of successes in an educational setting. The students were proud of the fact that they were in an experimental program which might indirectly help hundreds of other young boys and girls. They understood the responsibility that was on their shoulders and accepted it well. After this program and its philosophy was accepted by officials in Washington, D. C., in the Department of Health, Education, and Welfare to be the number one program in the entire United States, hundreds of other similar programs have been adopted. Once again, we are proud of the accomplishments of this program with the five hundred youngsters; we are proud of the impact that this has had on education throughout the United States.

In the first year of operation, the project director called on three of his personal friends in the counseling field who were outstanding individuals and who possessed the necessary background and qualifications for the job to undertake this experimental project. With the commitment of these three dedicated educators and counselors, the next important item was the selection of the curriculum staff. This posed a problem in 1964 as we did not want a stereotyped teacher in the program; we could not use a teacher who would teach from a textbook, nor a teacher who would use methods that are used normally in a regular high school; we had to look for the curriculum and teacher who was different, and a methodology of instruction that was different. Secondly, we had to find teachers and curriculum that would work well with a guidance-centered school. This approach was the Creative Analysis problem-solving technique which had been used strictly at the college level and never before attempted in a high school class and particularly with the high school dropouts.

Once we had selected the curriculum, received our financial support, obtained a school building to operate our school, had our staff members pretty well chosen, and knew that we would have "X" number of students enrolled, we came to the point of deciding how long the students should go to school, when we should have classes, how many classes we should have, and what we should try to teach. The length of the summer school sessions for the summers of 1964 and 1965 was six weeks. In the summer school of 1966, the time was increased by two weeks because the students of the previous two years had indicated that they felt the summer school was not long enough for by the time they were just getting a grasp of the new concept of Creative Analysis, school was out. It was upon their recommendation that we increased to eight weeks the 1966 summer school. Each of the three schools' classes started at eight o'clock and ended at 12:45. Within this framework of time, six class modules were in operation. Of the six classes, four were academic and two were devoted to counseling and guidance. Each student was scheduled into six separate classes: (1) English (2) math (3) reading (4) study skills (5 and 6) counseling in a group or individually.

At the conclusion of the summer school, the follow-up plan was put into operation wherein the counselors continued working with their counselees for the next school year. This gave them ten more months of personal contact with the student.

The main objective of this school was to be a counseling-guidance center for students. The curriculum was not the most important factor as it is in most regular high schools. It was the thesis of the writer that learning will not take place unless the student is ready and willing to learn. The desire to learn must come first before learning sets in. These students, first of all, had manifested a desire to go to school by giving up their summer vacation. It was then the job of the counseling staff to work with them to gain insight into their needs so that they might be motivated to sit in a regular classroom and to absorb what is taught. This is the reason one-third of the school time was spent in actual group or individual counseling processes. This was true in all three centers for 1964, 1965, and 1966, and particularly so with the new innovative program of sixth graders which will be discussed at a later time.

It was authenticated through our extensive survey that the dropout feels first and foremost that he is no good. This fear has been reinforced so often that he is convinced he is dumb, stupid, and uneducable. Through the process of group counseling, these students soon learned that they were not dumb, stupid, or that their problem was not lack of basic intellectual ability. They first thought of themselves as not being intelligent enough to learn, but when administered individual tests, the students learned in amazement that they were not as dumb as they thought they were; in fact, they had an average I.Q. This was quite shocking to these young people for they had been told time and time again of their inadequacies and the reinforcement of poor grades had convinced them that they were unable to learn anything. Individual and group counseling had tremendous effect on the lives of these youngsters. Of course, as always in counseling, one can never measure by any testing device what really took place in such therapeutic operations. Attempts were made to test changing attitudes toward various social and educational problems. The results of the pre and post tests did indicate that these students changed their attitudes toward school, themselves, parents, and society.

As part of the counseling program, aside from helping to change attitudes toward self and looking at self realistically, the counseling staff was committed to provide vocational guidance to give these students a look-see at future occupational opportunities that they would be facing in the near future. To provide this, field trips were arranged to various industries in the county of Orange. These field trips included places where employees needed doctorate degrees such as highly scientific development plants, field trips to industries which employed only high school graduates, and also field trips to some plants where no high school diploma was required. Secondly, field trips were provided to four year colleges and universities, to two year junior colleges, and to business colleges and trade technical schools. The field trips were all informative purposes so that students could get a closer look at what would be expected of them in the world of work. Field trips proved to be most valuable to the students, who attended strictly on a voluntary basis. The only mandatory field trip was the visit to a junior college. The purpose of this trip was to acquaint the students with the junior college system in California and to inform them that anyone eighteen years of age and older could enter a junior college regardless of what his high school record had been and without a high school diploma. Field trips were also arranged to civic luncheons of organizations such as Kiwanis and Lions. Here the students had an opportunity to meet their civic leaders. This was an extremely valuable experience offered during all three summer sessions.

Other effective activities of the counseling program were the questionnaires and studies of why students smoke, drink, and other such activities. Their involvement in these researches stimulated them to want to learn more about themselves. Music, for exampls, was used as a counseling device. What type of music do teenagers listen to and enjoy and what types do they reject? This question was discussed with groups of teenagers. It was found that they loved to talk about themselves, and at the same time, they were learning more about themselves.

Another tool which developed an awareness of self in the students was the use of a camera. This had not been purposely designed into the program; it was a technique that was learned after the school had begun. The writer used a polaroid camera to take pictures of the memorable occasions of the first school of this kind. The use of the camera in classrooms and around the campus proved to be surprisingly effective. It again brought focus on the individual, demonstrating that somebody cared enough to take a picture of him. Of course, as the pictures were taken with the polaroid, the students were able to see an immediate result. These students needed recognition now, acceptance now, not sometimes in the future. The camera gave them that.

Another non-planned operation was the taking of a 16 m.m. movie. The writer decided he would like not only to see still pictures of these youngsters, but to actually photograph by movie camera what was taking place. Again the reader's attention is called to the developmental aspects of the first program; no one knew for sure how these students would react to one another. The possibility of gang activities, fighting, damaging the school property, etc. was considered, but the use of cameras and film played a vital part in the readjustment of attitudes.

Attendance records of the students in these three schools were astonishingly high. In one of the summer sessions of 1966, 94% attended without missing a day. The total three-year attendance percentage was 87% average daily attendance. This in itself was an important feat, for these were the students who were habitually truant, they lacked intest, they were academic failures, and they didn't attend school. It was surprising to all staff members that the attendance held as high as it did. Of course, this can be attributed not only to the personalities of all staff members involved, but to the effectiveness of the counseling and curriculum philosophy.

An interesting by-product of the guidance program was the concern of some students about their own personal health. Although the schools of 1964 and 1965 officially provided no physical or health check-ups, in 1965, two nurses who normally were involved in school activities during the year, volunteered to come to the school center and administer health check-ups. As a result of the volunteer work in 1964 and 1965, a full time nurse was hired for the 1966 school program. Based on the report of the full time nurse, it was found that over 52% of all students in attendance needed some type of medical attention whether it be for eyes, teeth, or physical difficulties. Such problems as impetigo, poor hearing, dental work, and glasses were found and in many cases, taken care of during the summer. It was quite surprising that so many students did need medical attention. One must draw the conclusion that most students in school could benefit from such health examinations as were offered during the summer program.

Another positive technique that was developed during the summer was the use of tests and testing instruments. As indicated, when individual tests were interpreted to them, the students found a positive reinforcement for taking the tests. During each of the summer schools, and particularly the 1964-65, the students were administered as many tests as the staff could think of and as many as these students would take. Generally, like other students, they rejected the testing done in school; thus, it was one of the objectives of the summer school to administer many tests with a built-in positive reinforcement so that these students upon return to regular school would realize the importance of tests. Therefore, much time was spent in individual counseling and in the study skills classes discussing how to take tests and what tests mean to them. Although one may criticize the program for over-testing, the purposes of the tests were twofold:

(1) We wanted to learn more about the school dropout so every testing instrument that we had ever heard of that we felt would work was attempted.

(2) We felt that the students could accept tests and test-taking as a way of life, for in all walks of life, there is always some sort of test that is demanded of you.

We found that the students, although they complained at times, diligently put forth their best efforts. The purposes for which we had designed the testing program were fulfilled; tests became a positive reinforcement of the program because students learned that test-taking was not as bitter a pill as they had once thought, and we staff members learned much about school dropouts and potential dropouts because of the testing data that was accumulated.

When testing was completed, an important factor of the program was informing parents. During the parent contact, one of their biggest complaints was that they do not know what was going on in the school setting. They had heard that the students were being tested for this or that but they never really received a good test interpretation. Built into this project was the policy that parents were to be part of the program. In fact, the parents had signed a statement that they would be willing to come to school on at least two occasions during the summer session. At these times, test interpretations were given to them as well as information concerning other problems that the student was having. Parent response to the testing program was well-accepted because the counselors and teachers informed the parents of the potentialities of their student.

Parent reception of the entire three-year program was outstanding. The back-to-school nights drew over 96% of the parents. Compare these with those held in regular school where only 10-12% of the parents attend. Demonstrations by the parents of their interest in the school was very encouraging not only to the staff but to the students themselves.

The curriculum that was used in the summer school program was developed by Dr. Albert Upton and Richard Simmons. This was a new type of curriculum approach which gave students a realistic look at themselves. It was very conducive to the type of guidance that was in process; the basic philosophy of the analytical approach covered three main categories of human enterprise:

(1) The aesthetic enterprise
(2) The philosophical enterprise
(3) The scientific enterprise

This approach was extremely well-accepted by the students and certainly contributed much to the success of the entire program. The reader is reminded at this point that the students arrived on campus with a negative attitude toward all curriculum. When the reader considers the accomplishments of the curriculum staff, he must realize that the teachers did not have six weeks as was expected, but that it took approximately two weeks for the counselors to develop the desire to learn. This left the teaching staff with only four weeks to do the work which they had planned for six.

The analytical approach to the subjects of English, reading, math, and study skills offered some new and positive things to the student. He could realize a certain amount of success immediately from his work. This success seemed to affect his entire attitude. As he continued to meet a degree of success in every effort under this method of teaching, these students accomplished much in a short time. When it is considered that the mean increase in reading was one year in a six-week period, and math one year and three months in this short time, one begins to doubt if this could possibly be true. Because of these doubts, the statistical analysis of the work done in the school was extremely well-done by professional statisticians and double-checked by machines to make certain that no false report was made. These students could learn and did learn in a short period of time.

The teaching of reading was again an outstanding accomplishment. The staff of the summer schools proved that students do want to learn to read and that they can learn to read providing the environment is conducive to a learning situation. The various techniques that were used and reported in that section of this book were most effective. One must conclude that it is the personality of the individual who is instructing English and reading and using the various techniques or "gimmicks" is most important. The stereotyped teacher who uses published kits and no imagination of his own will be an ineffectual teacher. The writer is also a part-time instructor at the University of California. There are five members of his educational class who teach reading in high school. None of these five teachers have had any training in reading or the teaching of reading. This points up the reason why so many students do not learn how to read. We have demonstrated that reading can be taught effectively if the teacher himself knows how to teach and again, the methods that are used produce success for these youngsters..

We learned that the school dropout student is not an active student in his regular high school. He does not participate with his peers in activities such as sports, music, drama, government, yearbook, or newspaper. It was a secondary purpose of this program to provide as many of the regular school experiences that time and effort would allow. A student government program was developed so that these students could have the experience of running for office and being elected. A counselor would work with the student officers and explain to them the parliamentary procedures of government and representation. This technique particularly proved effective in helping to change the self-concept.

Art was a part of the program primarily because of the interest of the counseling staff who had ability in this field. It had not been a part of the original planning, but was rather a byproduct. Students were able to express themselves freely in their art work and to release hostilities and frustrations that normally would be relieved by other less acceptable means. Surprisingly enough, the art had a sobering effect on the students. They were permitted to display their art work during the two occasions that parents came to school.

Drama also played a vital part in the total operation of the school. It permitted the students to act out a lot of their hostilities and frustrations by performing as actors and by building props and costumes to go along with the school's presentation of a play. During each of the three summer sessions, students performed before an audience of interested persons a play that they had worked on themselves at the school. Some students continued their drama interest upon their return to regular school On two occasions, a male student was awarded the major role in "My Fair Lady" and another student was given the lead in "Camelot." Drama and art were instrumental in the successful operation of these three schools.

The newspaper also had its effect. It provided the students with the opportunity to organize news copy and at the same time, gain for self expression in writing. Such stories as "Why I Dropped from School," "What Life Means to Me," "My Plans for the Future," "What I Was Like Five Years Ago," and "What I Hope to be Like Five Years From Now," were some of the lead articles that the students felt deeply involved in. Newspaper writing also was a positive reinforcement of self-identity which was our major objective and goal.

As all schools have yearly annuals, so did these schools. Again, it gave the students an opportunity to develop pictures through the use of the polaroid camera, and to organize these into a fashion which would be presented in a yearly annual. This made them also identify themselves with the summer school and the new friends. The yearbook, like any other, was distributed when school was over. Students quickly sought out the signatures of the staff and their newly acquired friends. This activity had a sobering effect upon the entire student body. The yearbook reinforced memories that students could take home to remind themselves of the experiences of that summer.

The unity of the student body was never more aptly expressed than the time when the girls gave a surprise shower to one of the young pregnant mothers. She was expecting her second child, and her husband was overseas in the service. The writer attended the shower as the only male guest. It was heartwarming to see the extent of compassion these young people had for each other. The shower was second to none. The activity was another demonstration of the unity and support that these students had for each other. The shower was given after school hours in the middle of the afternoon. The mother-to-be was completely taken by surprise. In this school setting, these students were accepted as they were and were able to develop strong characters and personalities because of these associations.

The students who attended the five summer guidance schools were either dropouts or classified as potential dropouts. (Of course those students attending the sixth grade school were all potential dropouts.) We found in our study that dropouts and potential dropouts are very similar in many ways. These students came from all areas of the county. They were disinterested youth who had experienced years of failure. They had learned through the news media, school counselors, and school administrators about the summer guidance school, and were willing to "give it a try;" willing to accept it as an opportunity. They came bringing their problems, prejudices, resentments, and defeated feelings. They came to the high school centers ranging in age from fourteen to twenty, and from grades nine through twelve. Their I.Q. scores ranged from 66 to 147.

Even though there was a great disparity in age, grade level, and I.Q., these students had something in common. They were either dropouts or potential dropouts and they knew it. Oddly enough, they blamed themselves for their failures. Each had convinced himself that he was "no good." Yet deep within his emotional self, he did not consider himself a failure in life. These students were defeated -- they were demanding their rights but were not expecting a "fair shake." They looked upon all forms of authority as a personal threat and their behavior revealed attitudes of defensiveness. These students came to the summer schools looking for rules to defy, testings for limit. They were frustrated when teachers did not react. They actually wanted to attain limits without any intent to respect them. These students were striving for acceptance, for recognition, and for an opportunity to experience success. Academic achievement had long been an area of least success. Their grade marks were their verification. A lack of progress in school had become par in their achievement continuum. In summer school, academic progress continued to be nill until the students began experiencing what was for them, success. With success, interest mounted, participation increased, and motivation soared. Only then did the progress tempo pick up. The counselors were privileged to observe an almost complete change in attitude, interest in school, and participation.

We have found out that dropouts are not necessarily the products of broken homes as over 60% of these students were from homes where both parents were living. For the most part, however, these students suffered from feelings of insecurity -- and far too many from feelings of rejection. A common complaint against superiors was of inconsistencies in adult control. Parental inconsistencies apparently lead to loss of desire on the part of the student to please his parents. In fact, there is evidence that rebellion resulted -- even rebellion against authority in general. This would suggest that more attention should be given to firmness with kindness in parent-child relationships. This same rule of thumb could very well be used profitably in the teacher's professional code. These students wanted to be accepted for what they were and they wanted desperately for adults to understand their particular problems. They did not feel that adults were understanding nor were they interested. These students sought identity and were struggling to be recognized. Collectively, there was very little evidence of a premium on honesty, but alone each felt a deep respect for truthfulness. Alone he did a pretty good job of being realistic. He was usually quite frank and personal and rather careless when it came to diplomacy. His telling his teachers what was wrong with them may have been a part of his trouble in school. They did not want to conform, yet without their even being aware, they did conform. Their redirected conforming manifested itself in joining with others in smoking, acting rough, and in flaunting adult wishes.

These students had found themselves poorly accepted and wondered why. They weren't even likeable and were finding themselves in a fatalistic predicament. Therefore, they learned to live for the present. They were concerned with the present as it related to them. Each wanted money, things, and natural status, but he wanted them now. These students wanted close friends, but they hesitated to be one. They had been hurt before and tended to be suspicious of others and protective of themselves. In fact, they were much more concerned about what they could get than what they could give. For them, everything was now and waiting was most distasteful. Getting something for nothing seemed to have been the fastest means of success, and could very well account for their involvement with juvenile authorities.

Some facts of personality and behavior were conspicuously noticeable in the summer school program which may or may not have been noticeable among other dropout students. Following are some of the observations which were noticeable to the counseling staff in the summer school.

(1) When provided with learning experiences where success could be realized, students became interested, motivated, and progress increased tremendously.

(2) Resentment expressed to counselors seemed to be against authority -- police, parents, school administrators, but not against the schools from which they came nor against other youths their own age.

(3) Interests were mostly self-directed; more concerned for getting and less for giving.

(4) Being acceptable was a problem for the most part because these students weren't even likeable until they learned to smile and sincerely direct their interest away from themselves.

(5) This particular group of youngsters represented normal or near normal ability but they had achieved poorly and many were retarded in reading.

(6) Inability to communicate, especially with adults, was perhaps one of the most conspicuous handicaps; they felt adults did not understand their problems and would not hear them out. Summer school gains were probably greatest in this area.

(7) Impatience must be placed on the hierarchy of shortcomings of the high school dropout. They want action and results now. They wait for nothing.

(8) Religious commitment was almost non-existent. These students were either untaught or resisted religious training of any type.

(9) Successes in summer school were many; the full impact of the program for these students on society may never be fully appreciated. Gains from this experience are not measurable by any known research.

It was the responsibility of the entire summer school staff and particularly the function of the counselors to afford opportunities for students to solve some of their problems by learning to better understand themselves to become more acceptable, more likeable, by applying interests other than in themselves, and to acquire a renewed interest in furthering their education.

Over 90% of those who were eligible to return to high school in September did and since 69% of those who were available in June were still in school or had already graduated, it would appear that the summer school program had been weighed in the balance, but had not been found wanting. Far more important than returning to regular high school are the changes in attitude, their renewed interest in life, in citizenship, and the salvaging of individual work and dignity that were here accomplished. Attesting the influence of the summer school program for the students, a letter from one young lady to her counselor is copied verbatim.

> Dear Sir,
>
> I am terribly sorry for having taken so long upon writing you - For I have found it rather difficult to put in writing - However to the best of my acknowledge and ability I will try and do my best to explain.
>
> As you know we had intended to move to North Carolina - and well we did but stayed a month and we moved back to Texas and we've been here since the middle of November.
>
> And Christmas vacation was three weeks away and my parents thought it would be best if I didn't start til the first of the year -
>
> But so it happened that I took ill and was hospitalized for about a month - more or less around there - The reason for the illness was simply because of family difficulties - pertaining to my parents. Mr. _____, my parents never could get along, I tried - I have tried to get them back together but I have never succeeded.
>
> They just couldn't get along - My father wants me to live with him and well I could - but my Mother wants me to live with her. They have told me off and on to decide what I want.
>
> But it's a rather hard - decision I'd like to have both if I could but I just can't - And when we moved back to San Antonio - they had me going from one side of town to another - living with different people -
>
> I usually would up staying with my sister - my father - either one of my brothers - an aunt or two or a cousin.
>
> My mother at that time was working at a home for mentally retarded children - She had room and board there where as a group of girls were assigned to her and she had to be with them twenty-four hours of the day - So actually I couldn't stay with her - but I would see her 2 or 3 times a week.
>
> Until all that running around I had been doing - it started getting me down - I kept refusing to leave a

certain time or another but most of the time it didn't work -

Until I finally collapsed one day from over-exhaustion and I went into the hospital -

By the time I was released I was ordered to stay in bed and rest for a few days my doctor said - But instead I disobeyed & ask my sister to drive me to the nearest high school. But I couldn't enroll for they said it was too late - which I've got to admit it was rather late - it was the first of Feb., and here in Santa Ana school ends in the latter part of May.

From there I tried enrolling at a Catholic High School but they also told me the same - and even if it hadn't been too late I couldn't because it was too crowded.

Thats when I started looking for a job - luckily I found two jobs that are very near - by from where I live. My mother quit her job after what happened and now I'm staying with her. But sometimes I stay with my Dad who lives pretty close.

At one job, sir, I work as a waitress in a restaurant from eleven in the morning til two-thirty in the afternoon - and I'm off till seven in the evening whereas I go back to work until eleven at night -

From seven-thirty A.M. till ten-thirty I do bookkeeping at a nursery home. The same place where my mother works.

I'm off at the nursery home on Saturdays - therefore I work straight on at the restaurant.

I'm off on Sundays at the rest., but I work all day at the home.

That's my life - Mr. _________ I do nothing but work seven days a week, and it's really not that hard.

But I much rather give up both of my jobs for school to tell you the truth.

Well I've got to go to work now so If you decide to drop me a line or two write me at my sisters for we might move to another apt.

I'm terribly sorry Mr. _____ that I had to disappoint you in not going back to school. True I enjoy both of my jobs and I enjoy working but like I've already mention before I much rather be attending school.

Believe me, I do not intend to remain a high school Drop-out all my life. Well Sir, I have got to go - but if you decide to write a line or two telling me of a big mistake that I've done please do so at my sister's.

I thank you for everything you have done for me.

Especially for taking time in reading this letter of mine. I know it's foolish Sir but I just couldn't put it off any longer.

Thank you, Sir.

Signed,

(A student to her counselor)

PART TWO

CHAPTER 14

A PILOT DROPOUT PROGRAM FOR STUDENTS WHO HAD COMPLETED SIXTH GRADE

The material that you are about to read in the following sections again described a program that is experimental in nature, and basically derived from the findings of the two summer programs for the high school dropout operated in 1964 and 1965. One of the many things that was learned while working with the high school student was that the students felt that they would not have been high school dropouts if they had attended a summer school of this nature earlier in their educational careers. It was through the encouragement of these students that an attempt was made during the summer of 1966 to provide a similar program geared primarily to the elementary or sixth grade student. The program herein described was for the benefit of those students who had completed the sixth grade and who were entering junior high in the fall of 1966. This program attempted to be preventive as well as experimental in philosophy.

The students who had applied and were accepted for this summer school had experienced similar educational difficulties as their high school counterparts. Most of these students had already experienced failure in the academic curriculum, or had become behavior problems with a poor attitude about education. It was quite revealing and shocking to those involved in the screening process to realize how defeated they were in their own concepts and how incapable they felt of completing a regular school program. School, even at this early educational level, had virtually no meaning to them. The basic philosophy of this summer school was to offer guidance opportunities to these students because:

(1) They had not been exposed to counselors and guidance of any type during their six years of educational experience; and

(2) These students had already experienced emotional and psychological failure.

We were committed to the philosophy of helping these students understand the functions and advantages of education, and learn ways to make school a meaningful place for them. To do this we felt we must help students experience immediate success in order to effect an attitude change in a short six-week period. These attitude changes should come from within himself, toward school, family, friends, and society. This appeared to be a rather insurmountable task because very little information has been written concerning the potential dropout at this level: what his problems are, how he functions, and how he will react to efforts to change character and attitude. It was decided that since these students had already experienced failure in the academic subjects of reading, math, social studies, etc., we would not include these areas in our program at the beginning of school, but rather we would offer them activity classes. This would provide the staff with an opportunity to observe the students who participated in classes of shop, art, crafts, drama, journalism, etc. After a period of time, we would discuss with the students in our group-counseling sessions what types of curriculum they would like to have. In other words, the curricular portion of this program was played by ear. If the students felt a need for a class, we would form it. If a class was formed and it was not successful, we would drop it. The use of flexible scheduling permitted program changes each day so that the program could be geared for each individual as he chose what classes of those offered he wanted for the day. Students were instructed that they did not have to take any class at any time during the entire summer school session if they did not wish to. In other words, if a student wanted shop two or three periods, that was fine. If he chose to sit out on the lawn rather than go to an art class, nothing was said to him. If he chose to go out on the athletic field and play ball or just climb the ropes and run across the lawn or wrestle, no one said, "don't." At the beginning of the program, the students were called into assembly and were told that this school had no rules and no regulations and that they did not have to attend if they did not want to. If any rules were to be made, they were to be made by the students. If any class subjects such as reading, English, math, or social studies would be in the program, it would be because they the students chose them.

Of course, this was a new experience, both for the students and for the staff, neither of whom knew what the other would do with this open instruction. Only a few of the students took advantage of the situation the first week. Most of them attended their classes regularly. They became involved in group counseling sessions. Soon demands were made for academic subjects and student government. After an election where officers were elected to student government during the second week of school, basic rules and regulations, a dress code, and behavior code were devised by the students themselves.

Since it was our basic aim to change students' self concept and their attitudes toward school, family, and society, first we had to let the students experiment with themselves and govern themselves. Surprisingly enough, students who had been truant throughout their six years of school and had a history of absence, never missed a day at the summer school. Students who had records of hostile behavior, became self-respecting and cooperative. Students who had failed again and again in regular school produced consistently in several areas. When they found they were respected, that they could succeed, that school had some meaning for them, they became respectable, successful, and affectionate human beings. Perhaps the entire philosophy of this school program was reflected by one student who was overheard during the first week of school talking to another. He said, "I think I've got them figured out; the staff here is trying to make us like them."

HOW STUDENTS WERE SELECTED

A letter was mailed from the project director's office to every elementary principal in the county indicating that such an experimental project was going to be attempted in the summer of 1966. Each principal was asked to submit names of students in his school whom he predicted as potential dropouts and who possibly could benefit from a program such as this one. Instructions further stated that we were looking for students who had already been unsuccessful in academic subjects, one who had been a behavior problem in his school, or one who had been identified as having a lack of interest in education shown by poor attendance or other causes.

The response was overwhelming. In fact, it was so great that over four hundred applications were received within the first month of the announcement of the opening of the school. Thus, we had to limit the school districts which could participate in this program, selecting only six of the thirty-eight elementary school districts in the county. The only criteria for the applicant was that they must have potential for success. Their inability to work up to their potential could be academic, behavior, emotional, or a matter of truancy. We were primarily interested in students who were failing because school had no meaning for them at this time. After the list of names from the principals had been received, the counselors who were employed for the program interviewed every applicant in his home with his parents and explained the philosophy and objectives of the program. Although the original plan was for eighty students, we accepted one hundred and eight. The acceptance of such a number was based on the assumption that these students might react the same way as high school students when approximately 15% of the students who had signed their contract did not show.

Thus, instructions were given to the counselors to enroll one hundred and eight students so that possibly we would not have more than eighty or eighty-five in school as the summer approached. At the start of the summer, however, all 108 students who were under contract started school. Only three students were removed at the end of the first week when their parents were informed that the students were not going to get a structured typed of program and curriculum. Another astonishing record was that the 105 students who started the program completed it six weeks later and no student was tardy or absent more than once during the entire summer session. We had an average daily attendance of 99%. For this type of student, this is rather remarkable.

STAFFING

Staffing has been discussed in other portions of this report. The same philosophy was taken into consideration with this school as well. These staff members did not have a foundation in Creative Analysis, but all staff members, including the teachers, did possess a California General Pupil Personnel Credential and were qualified as counselors. The staff consisted of five counselors and five teachers all with the counseling credential and recent counseling experience. One nurse, one psychologist, a principal, and two secretaries composed the remainder of the staff. All staff members were carefully screened from hundreds of applicants for their attitudes toward children, competency, creative approach to educational problems, and their emotional stability in times of stress -- a most important characteristic as the staff was soon to learn.

COUNSELING PROGRAM

It would be extremely difficult here to accurately describe to the reader the "average" student of the summer guidance opportunity school. Each student was a complete individual with his own special personality, fears, and pressures, operating with the offensive and defensive tactics that he long ago decided would fit a given situation.

It would be relatively safe to say that almost all of these students had a very poor self image. Beyond that, the only truly common denominator of these students was that they all had problems of some nature and they were all about to enter seventh grade. Their problems were many and varied ranging from family to social. As in the high school program, counseling was the main force for action in the summer program. For the most part, this was the first exposure any of the students had ever had to a school counselor or to his role. Therefore, it was one of our primary objectives to acquaint the students with his counselor and his functions and show them how he would operate in the regular school situation. When the counselor first contacted his students, they would say to him, "What have I done?" or "Why do you want to see me? I haven't done anything wrong." This was the basic attitude of these students the first few days; however, after the students became familiar with the counselor and his role, the threat was removed and they were usually eager to sit down and talk about their concerns. On a number of occasions, it became necessary for the counselors to completely ignore the tentative counseling schedule that had been set up the day before because individual students or a small group of students would request to see the counselor. The number of self-referrals increased each day. This does not mean that all counselees did not see their counselor as a threat, for some did. However, the large majority became at ease with their counselors and enjoyed the counseling sessions.

Each counselor was assigned twenty-two students. This ratio remained constant during the entire summer school. Students were assigned to counseling groups according to the general neighborhood areas. This method of grouping worked effectively when parent-group sessions were held.

Throughout the six-week period, the average counselor held ninety-three individual sessions, and sixty-three group sessions. It is difficult to say which approach, either the group or individual, was most effective, as it seemed from the results of the summer school program that each was equally effective. The counseling sessions were not confined to classrooms or the counselor's office. On many occasions, students would meet in the library or on the benches in the picnic area or on the bleachers or on the ground under a shady tree, for group or individual sessions. It was most essential that the counselors create an understanding and non-threatening atmosphere. After this type of atmosphere had been established, preaching to the students or strongly directing them one way or the other was not effective. Rather, it seemed the best approach was to simply listen to the students and their feelings about the problems they faced and discuss how best to deal with these in terms of the students' strengths and weaknesses. This, of course, required involvement and interest on the part of the counselors. It was essential that students realize that someone was concerned about them and would help them try to solve some of their problems. It was most unfortunate that these students had not had the benefit of this involvement with a counselor throughout their elementary schooling. It was the opinion of the staff that their difficulties would have been solved during this period if they had had the opportunity to talk to someone who was interested in them and had the time to help them solve their problems. The following statement is taken from one of the counselor's reports concerning his group of twenty-two boys. He states: "This was a wild group of boys. Indeed, they were soon dubbed by the other students as Section 8. However, due to the efforts of the entire faculty, these students made a definite improvement. When they first came to school they were very active. Yelling, upsetting furniture, running wild in class and on the campus, fighting, using profanity -- those types of activities were commonplace. Indeed, some of this behavior was still evident on the last day of school, but it was markedly reduced. These boys changed because they found success in the shop, the library, or the classroom. They changed because they found people who were willing to work with them and who understood their concern. They changed because they were allowed to assume responsibility."

The counselors reported that group counseling was the most effective way of working with these students. For example, one student, because of his unusually aggressive behavior, was shunned by the other students after the first day of school. Through group discussion, students decided that they disliked him because of his "bullying" attitude in wanting to take over during the P.E. period to play baseball or basketball. He was encouraged by his peers that if he learned to share, they would like him. Thus, the counselor, when working in individual counseling sessions with the student, encouraged him to share his popcorn and other nutrition food that he bought with the other students. This generosity soon evoked approval from his classmates. Through the counseling process, the counselor helped to transfer this positive behavior pattern to the classroom where the boy had long been frustrated and rejected. When the student felt accepted as a person both by his classmates and his teachers, in spite of his former emotional problems, he was able to develop enough self-control to begin to learn in the academic areas.

Another incident led to a series of individual and group sessions concerning a young girl exhibiting unacceptable sexual behavior. This student during the nutrition period would lie on the grass and expose the upper portion of her body to several boys. The subject of sex needed to be discussed in a matter-of-fact way, preferably in a group because the majority of these students were discussing the girl and her activities already among themselves. It certainly is more preferable to discuss matters of this nature openly with the guidance of an educational counselor rather than to have students discuss problems among themselves and draw the wrong conclusions.

As in the high school program, role-playing as a group counseling activity proved to be very effective, as it was non-academic, loosely constructed, cathartic, meaningful, enjoyable, and involving. When role-playing is employed in conjunction with the discussion being held, this technique can be definitely helpful in improving self concept. The technique is very simple. A number of students are chosen from volunteers to participate. Each participant is assigned a role in a situation given to the students, they they meet for a few moments and plan the action of the play. All dialogue is improvised. For example, you might assign the role of a father to a student, the role of the older brother who makes all "A's" and "B's" on his report card to another, and the role of the younger brother who makes all "D's" and "F's" to a third participant. The scene takes place in the home on the day report cards have been issued. Needless to say, this is material for quite a play -- especially if the shoe fits. It is safe to say that the "shoe will fit" either one of the participants or one of the observers of the play, or possibly both. It was the general practice in role-playing when dealing with domestic situations such as sisters arguing over who would do the dishes, a father catching his son smoking, a father coming home drunk, and so forth, to be sure to reverse the roles and do the play again. That is, the father became the son, the son became the father; the daughter became the mother, etc. It is believed that this technique helped the students gain insight into more than just his side of the problem. It was evident through the changes in the behavior that role-playing was a very successful technique.

BEHAVIOR AND DISCIPLINE

As the basic philosophy of this school included an atmosphere of general permissiveness and total acceptance of each student, most of the discipline was developed within each counselor and teacher to withstand the daily onslaughter of atypical behavior, and to resist being negative in any way toward a student. Our attitude puzzled the youngsters at first. Many tested the staff in every way they could think of to be sent to the office, to get paddled, or sent home. Most of the staff had little experience outside of the rigid disciplined public school surrounded by rules, and many times it was very difficult not to give the children what they had come to expect. For example, the first day the school obstacle course held a great attraction for many. The greatest obstacles were created by the students themselves. Miraculously no one was injured because they decided it was no longer attractive.

No dress regulations were effective and here too everything was tried. A little girl wore long, nylong hose with shorts one morning. Nothing was said to her, and later during the day she came to her counselor and whispered, "May I go to the rest room and take off my stockings?" Some youngsters were wearing confortable, practical clothing without ever having been told.

Boys scuffled with each other quite often and usually they were easily separated and counseled. If neither had the advantage, occasionally they were allowed to have at it on the grass until exhausted. A set of rules was suggested by the students in their counseling sessions which included:

(1) If skate boards are brought to school, they must not be used on campus; they should be left in the shop for safe-keeping.

(2) No bare feet. This is dangerous and we want to avoid accidents.

(3) You can go to classes you choose, but you should go to class and not goof around. If there are students who cannot follow this code of behavior, your parents will be notified and you will be taken home.

(4) The students are referred to their counselor because they cannot follow our code of behavior. They will have a chance to meet with the counselor and explain their side of the story.

This was the accepted code of behavior that was devised by the student body; no other code of behavior was imposed upon the students.

At no time during the entire summer session were any students sent to the principal for disciplinary action, or were any suspended or parents notified of misbehavior. The lack of discipline problems in this school must be attributed to the patience, acceptance, and flexibility of the staff members.

CURRICULUM

As Creative Analysis was the forerunner of the high school program, some attempt to adapt this to the sixth grade students was developed in this program. Although it seemed very unlikely that the students would be able to grasp the concepts, surprisingly enough, many of them did. The Creative Analysis approach is a positive inventory of construction. Ig gives immediate success and offers the opportunity for the student to see self improvement immediately. The basic principles of Creative Analysis had direct application to the problems that these students were faced with. If a student could only isolate the skills he had learned and the abilities he did possess long enough to recognize them and identify them symbolically, he could then begin to organize what he had going for him in a manner that would facilitate random retrieval and application to solving his problems. As mentioned before, none of these particular teachers had had the Creative Analysis instruction as had the teachers in the high school program. The general philosophy was attempted to the best of the teachers' ability.

As reading is one of the major causes for the high school dropout, strong emphasis was placed in this program on reading in the curriculum. The reading ability of these students ranged from second grade level to eleventh grade level. About one-third of them read below the fourth grade level. It was to these students in the lower one-third that we paid special attention in the reading activities. There were approximately thirty-two students in this group. The objectives set for the reading classes were: to allow the students to experience a positive, non-threatening relationship with their traditional antagonist; to permit and encourage their natural curiosity about their world; to move freely through the mysteries of library books, museums, and projects without the constant threat of failure and frustration; and to help the child construct an inventory of what he did know and what skills he did command so that he could utilize the positive elements to build academic success rather than failure.

Very much like those at the high school level, these students seemed also to turn their attention to what they could not do rather than to what they could do. Because of repeated failure in the school program, especially in reading, the students carried a feeling of failure to most all academic areas. They must learn to realize that a reading difficulty is not a matter of unworthiness; it is a matter of inadequacy.

The techniques used with this group of students were similar to those used with older students. The newspaper, photography, yearbook, and other techniques described in the chapter on reading proved to be successful with these students as well.

Math was started in the early part of the summer school program and lasted only about six days. The program consisted of primary math. Since the students had the choice of attending class, it was not accepted by enough students to merit its continuance, so it was dropped.

The study skills class was well accepted by the students. Rather than to be redundant at this point, the reader is encouraged to turn to the section on study skills at the high school level as the objectives and purposes of the study skills instructors at all five centers were similar. The class covered the following: What are study skills?

(1) improvements of reading, spelling, and vocabulary
(2) note-taking and outlining
(3) how to take examinations
(4) footnoting and biographical entries
(5) pre-vocational study list
(6) library improvement units

Students were encouraged during the summer to make a notebook of this material because they could find it very helpful throughout their educational endeavor. This class was very popular with the students sho seemed to benefit greatly from their participation.

In the beginning of the summer program, the school library was not open to summer students. One of the demands of the student body was that they wanted access to the library. Thus, arrangements were made and a librarian was hired for the summer. The students now had an opportunity for the first time to work in the library where the librarian explained how books were selected and checked out, and how to find certain books and topics. It was soon found that if a student did not feel like going to class, he would wind up in the library and browse over books that he might like to check out to read. The librarian reported over 134 books were checked out during the six-week period. No books were damaged or lost, and no student was fined for having failed to return a book on time. The librarian felt that the library project was extremely successful and that she also became an active counselor working with the students.

One of the curriculum programs that was planned for the summer school and was well accepted by the students was industrial arts. The objectives of the industrial arts and crafts program were:

(1) Select projects for the students according to their therapeutic value.

(2) Provide projects which appeared intricate but were easy to construct.

(3) Stress safety precautions.

(4) Instruct the students carefully on the use of shop machinery.

(5) Assist the students to proper use of leisure time. In this endeavor, the instructor encouraged students to work on their projects at home during their leisure time by simply supplying them with a few pieces of sandpaper which they could use at home.

The following statistical data was accumulated to demonstrate the results of the industrial arts program:

Total Enrollment = 105 (93 boys and 12 girls)

Projects Completed:

(1) Note holder
(2) Pencil stands
(3) Cutting board
(4) Cheese cutter
(5) Wall plaque
(6) Skate boards
(7) Skim boards
(8) Boat and car models

Breakdown of projects made by student body:

(1) 4 girls completed 6 projects
(2) 3 girls completed 5 projects
(3) 5 girls completed 4 projects

(4) 27 boys completed 5 projects
(5) 4 boys completed 4 projects
(6) 61 boys completed 6 projects
(7) 1 boy completed 3 projects

TESTING AND PSYCHOLOGICAL SERVICES

Consistent with the general purpose for the summer guidance school, the testing activities were focused to evaluate the anticipated growth in the students' competence as a person as well as a learner. By design, the students that took part were "potential dropouts" and as such had developed many hostile, negative, and defiant attitudes toward mastering academics. The negative attitudes were particularly evident in respect to formalized testing activities. Prior experience with the high school summer program suggested that minimum formal group testing and maximum individual testing would be a guiding principle.

In addition, the psychological service staff agreed that a few well-standardized instruments requiring relatively short testing periods, would be likely to render more valid and useful information than would a lengthy battery of tests in series. However, certain areas of testing appeared as "natural" for the purposes of initial groupings as a source of relatively objective descriptive data bout individuals and groups and for research purposes. These areas were verbal intelligence, non-verbal intelligence, self-concept level, reading competence, math competence, and study skills.

Initially, these six areas were considered minimal for pre and post testing. However, subsequent staff evaluation and practical consideration resulted in less attention devoted to study skills, and more emphasis placed on non-verbal intelligence, reading, and math achievements.

The instrument selected for the assessment of verbal and non-verbal intelligence was the S.R.A. Non-Verbal and Verbal Tests. In the reading area, emphasis was placed on vocabulary. The Jastak Wide Range Achievement Test was used as the basic instrument. Supplementary to this was the Nelson Silent Reading Test or Nelson-Denney Reading Test.

The evaluation program called for a simple pre test for all students each arranged by counselor groups. There were no control groups, that is, groups for which no summer guidance treatment was provided. Thus, the statistics presented in the following paragraph may be viewed as simply descriptive of the groups before and after the summer experience. The post testing groups are somewhat smaller in each situation; that is the reflection of the attrition of the few students who were absent during the testing days, or those who did not want to take the tests the second time. In general, however, pre and post groups were very largely the same.

(1) S.R.A. Verbal and Non-Verbal

MEANS

Verbal	Non-Verbal	
90.0	106.4	(D= 16.4 I.Q. pts. in favor of non-verbal difference.)

(2) S.R.A. Non-Verbal

	N	Mean
Pre:	107	106.4
Post:	95	108.2

(D = gain of 1.8 I.Q. pts. in six-week period.)

(3) Nelson Silent Reading Grade Placement

N = 96 Mean = 4.6

(4) Wide Range Achievement Reading Vocabulary

	N	Mean
Pre:	108	5.5
Post:	88	6.0

(D = .5 grade placement growth in six-week period.)

(5) Math

In the arithmetic skills, the mean for the initial testing was 4.9 on the W.R.A.T., somewhat less than the mean reading of 5.5 for the same group of 108 students. The scores ranged from 3.3 to 7.1 grade level. Pre and post testing revealed a loss of two months in arithmetic. This could be attributed to the fact that math was dropped from the program after the second week of school.

SUMMARY OF TESTING

In summary, students represented a wide range of intelligence. Therefore, we cannot say that "potential dropouts" are from one intelligence group. However, verbal intelligence scores were somewhat lower than for the general population, while non-verbal scores were consistently above the norm, suggesting that this student usually does have difficulty reading and using other formal vehicles for communication.

Change in self-concept was reflected over the short summer session. Apathy and resistance toward formalized testing was readily observable in student behavior. The interest of individual students in learning more concerning his or her abilities was reflected in the requests for individualized testing. The one most significant factor of the summer school contributing to positive changes in self concept was the variety of opportunities for self expression.

PARENT CONFERENCES

Parent conferencing carried out by the counseling staff fell mainly in three areas:

(1) Interview-type of conference in which one of the members of the staff met with the parents and student;

(2) Parent conferencing carried on during the course of the summer school by counselors in the school;

(3) Group parent conferencing carried on by two counselors following the close of summer school for a two-week period.

After the students had been recommended for the school and the parents stated they would be interested in having their child attend, an interview was scheduled with one of the staff members, the student, and parents. During this interview, the staff member requested the student to fill out a personal data form about himself, his likes and dislikes, and his reasons for wanting to attend the summer school. At the same time, a questionnaire was completed by the staff member with the help of the parents concerning family background, a physical description of the student, and the name of any previous or present agencies or school district contacts, and descriptions of school problems from the parents' point of view.

During the interview, the staff member tried to get an idea of the parents' attitude and the expected degree of cooperation from the parents. It also afforded an opportunity to evaluate the degree of rapport between parent and student. After the interview, the staff member either recommended or rejected the student for the program depending upon the feeling of the interviewer as to the student's ability to benefit from the program. If the student was recommended, a contractual agreement was mailed to the student and the parents asking for a signature from both. This agreement promised that the students would not be removed from the school during the summer school session for the six-week period except in cases of extreme emergency. When the contract was returned, the student was notified of his acceptance, and the beginning date of school.

During the six-weeks, the counselor held a minimum of at least two parent conferences with the parents of every student. These conferences were conducted at the convenience of the parents.

All parents came to school for their conferences which gave both counselor and parent an opportunity to gain more insight into the nature of the student's problems, and in light of these, to discuss the student's progress in school.

During the previous two high school programs, parents had indicated a desire to continue to meet with the counselors after the close of the summer school. For the year of 1966, a plan was written into the project which would permit two counselors to remain on duty two weeks after the close of the school. This added time was used to contact parents and hold a series of small group meetings in neighborhood blocks, that is, select four or five parents who were close in geographical areas to meet in small groups to discuss various educational problems. The purpose of these meetings were:

(1) parents' reactions to the summer school;

(2) common problems of parents of these children;

(3) what parents can do to support children in the school year;

(4) what counselors can do to help parents and schools communicate regarding their children;

(5) what the summer school could do to improve on the program next year;

(6) parental corrections regarding the follow-up study.

Parents of the students were contacted by telephone regarding these meetings. All meetings were held at the school during the evening hours so that both parents could attend.

These parent conferences were well received. Parents were very eager to sit down and discuss with the school counselors problems they have had with their children, the follow-up study, and methods of communicating with the school. The parents were, for the most part, extremely pleased with this summer program. Many of them indicated that they had noted a definite change in their child's attitude toward school. Indeed, some mentioned that their children could hardly wait for school to start in the fall; this attitude had not been present previously. In addition, parents stated that their children were easier to communicate with since attending the school and that they took more responsibility in helping with household tasks. Most parents felt that these changes were due to the small student-teacher ratio, the extensive group and individual counseling, and an understanding faculty.

Throughout their meetings, parents were encouraged to speak up regarding any aspect of the school -- good or bad. It was pointed out that since this was an experimental program, it was necessary to continue to evaluate so that future programs might be most effective. They were told that as parents, they played an important role in such evaluations. A number of parents were pleased with all aspects of the program, and found little if anything to criticize. However, some questioned the flexible scheduling program; some felt that more academics should have been stressed, and some wondered about the return to regular school after attending a school that afforded such freedom and permissiveness. This was a real concern of the parents. They seemed quite relieved when the counselor told them that it was their opinion that the students would be able to readjust to a regular school program in the fall. It appears that the parent conferencing was highly successful; in fact, some of the groups expressed a desire to continue to meet in small groups every two months to discuss their children and their school difficulties. Possibly the most significant comment indicative of the success was made by one parent at the close of the session, "I really enjoyed these meetings and would like to meet again. The most beneficial thing that we as parents find out is that our children aren't the only ones with problems and we're not in this alone."

FIELD TRIPS

As part of the vocational guidance program, field trips played an important part in the summer school's operation. The trips were numerous and were arranged when the need or interest arose. It was important that the students knew that the field trips came from their interests and needs and not from the staff members. In all, sixteen trips were conducted. Among these were trips to Griffith Park Observatory, Los Angeles Exhibition Science Museum, Knott's Berry Farm Independence Hall, Marineland, Los Angeles International Airport, Exposition Park, Prentice Park Zoo, Los Angeles County Museum, and the Museum of Science and Industry in Los Angeles.

The field trip to the Museum of Science and Industry was by far the most popular trip for the students. In fact, the students requested a return visit to these facilities although it meant an hour and a half bus ride. The staff felt that there was a lot of carry-over from the field trips to activities in regular classes, particularly in reading and the library. As soon as the students returned from these trips, they went directly to the library to look up items of interest that were stimulated through the visits.

The bus trip each way from Los Angeles proved to be a worthwhile experiment in itself for most students. They were full of questions about everything: industry along the freeway, billboards, building, and passing trucks. A spontaneous exchange of information, curiosities, and interests took place between the students during the trip. This was a kind of refreshing interaction with the world around them that is usually inhibited by the structured artificiality of the school environment. The students conducted themselves quite well on trips. Once the bus reached the area, they were released to explore on their own and charged with the responsibility to report back to the bus at a certain time. Not a single student was late on the several trips; the responsibility to be at a designated point was met by all students. Both the students and staff felt that field trips were of great value not only as an enriching experience for the students, but helped both the counselors and teachers know the students better as individuals. For instance, one boy was so thrilled with what he saw at the Museum of Industry that he ran up to the information clerk at the desk and said, "You have the most wonderful museum in the whole world." It was hard to believe that this was the same student who was quite nervous and withdrawn.

At Knott's Berry Farm's Independence Hall, one boy who gallantly gave the counselor his seat, quietly explained the amplifying system, and was also the same boy who had a reputation at the school for consistently defying authority and fighting with other students.

One field trip was arranged for girls only to the Los Angeles International Airport. The purpose of this trip was to increase interest on becoming a stewardess, an occupation which several of the girls had expressed as their goal. Of the thirteen girls who made the field trip, only two had ever seen an airport before. This trip proved to be very interesting; it was noticeable that instead of being more subdued than when the boys were present, the girls exhibited more boisterous behavior. Inhibitions were left behind and conversation and behavior were quite different than on the field trips where boys were included.

Realizing that these students were "educational problems," the staff was quite amazed at the behavior and maturity they displayed on these field trips. This was particularly apparent on a trip to Knott's Berry Farm's replica of Independence Hall where there were several other school groups the same age visiting at the time out students were there. It was reported to us by the guard that the 106 students of our summer school were much better behaved than any other school group that they had seen during the summertime. This pleased all of the staff members tremendously. The only reason that we can give for this is that the students had developed unity in a short time and had a feeling of pride in their summer school.

OCCUPATIONAL CHOICES

Part of the guidance responsibility included a vocational counseling technique wherein the students were asked to list their occupational preferences. This was done after a number of field trips had been offered. It might be of interest to readers to know the aspirational level of at least 80 of the students who ranged in potential ability from low average to gifted.

14 aspired to be pilots or airline stewardesses
13 saw themselves connected with some phase of oceanography
11 indicated a great interest in space exploration
10 aspired to the field of astronomy
7 wanted association with animals -- horse racing, veterinarian, etc.
7 thought of major league baseball
6 saw themselves as future astronauts
5 thought of police work
3 saw themselves as future teachers
2 wanted to work in the harbor on tug boats
1 lawyer
1 doctor

FOLLOW-UP STUDY

The follow-up study was a planned part of the project similar to that of the high school program. The counselors felt that the follow-up was perhaps the most important part of the entire program.

Prior to the conclusion of summer school, each counselor accompanied his counselees to their new junior high school that they would attend and introduced them to the principal and secretaries. This gave the students the opportunity to go to their lockers where they were given a combination, and the counselors helped them open the lockers. This locker operation seemed to be a very frustrating experience for most young students who were going to junior high for the first time. In addition, the follow-up counselor visited the school in September and explained to the student's teachers the work that was done with the youngster during the summer and how best the teachers could aid in the adjustment of the curriculum to meet the needs of the students.

These counselors met once a month with the project director for the entire school year of 1966-67. At the first monthly meeting, the counselors expressed pleasure with the responses and the interests of the students in their new junior high school setting. The receiving junior high school stated that the majority of the students were making excellent adjustment to regular school and the students themselves confirmed the fact with their continued enthusiasm toward school. They greeted the counselors with remarks such as, "Gee, summer school really helped me!" or "I wasn't even scared the first day as I already knew how to change classes and open my locker!" Some of the counselors reported that the students were very gratified at seeing them in September as they were not quite sure that the counselors meant that they would continue to work with them. Some comments were made to the school counselors such as, "I'm so glad to see you!" or "I was afraid that I would never see you again!"

As the semester continued, there were many frustrating moments -- for example, when a necessary educationally handicapped program was unavailable for a student, or when a parent never had time for a conference, or when a boy in whom we had utmost confidence slipped back into stealing without apparent regret. Many of the minor school difficulties seemed to occur when teachers were so concerned with subject matter or rules and regulations that they forgot they were working with individual human beings. When this happened, a change of teachers was recommended by the follow up counselor and a warmer and more understanding person was chosen. Without exception, all students' grades rose; their understanding of subjects increased, and their problems ceased or were minimized. Three of the students ran for school offices on their entrance into junior high and were elected. One became president of his student body.

Some of the students who had severe reading problems were helped by the follow-up counselors. It was the suggestion of one of the counselors to a school principal that instead of having some students read the test, the material should be given orally. It was proven that these students understanding was good when they did not have to read. One boy's math scores went from 0 to 88 and 92 when the material was read to him. Unfortunately, however, this procedure was not possible at all schools for all students who had reading frustrations.

Frustrations and disappointments have been far outnumbered by positive aspects of the follow-up program. School administrators, counselors, and teachers have been completely cooperative with these junior high school students. Most parents were so happy with the results of the program that they have written numerous letters to senators, congressmen, and our state legislators expressing the desire for a similar program to be developed for a full school year or at least a continuance of a similar program during the summer.

The follow-up study has revealed that the students demonstrated the worth of the program in the following ways:

(1) All students developed an understanding of the role of the counselor and used him properly.

(2) Students who attended the summer school program made more self-referrals to their regular school counselor than those who did not attend the program.

(3) Summer school students were more active in extracurricular activities; several held elective offices in student government.

(4) Attendance has been good. Only four students of the 105 have had any type of attendance problem. The reader is reminded that the majority of the students, when accepted into the program, had a poor attendance record in elementary school.

(5) All students have made some improvement academically and on several occasions, students have been transferred to more advanced classes.

(6) Parents report that home behavior has improved tremendously and that students are more ready to accept their responsibilities for chores.

(7) Most significantly, the attitude of both the students and parents has changed. Parents have a better understanding of their children and are more realistic in their expectations. When difficulties arise, they communicate with the school and work with the counse-

lors to resolve this difficulty.

RESULTS OF THE FOLLOW-UP STUDY

108 students enrolled in the summer guidance school. Of those, 3 dropped in the first week, their parents stating that they had thought this summer school was a regular summer school for their children. However, after these, no others left. The A.D.A. was 99%.

The following is a summary of the types of problems that the students experienced during the ten-month follow-up:

(1) 2 were placed in Juvenile Hall and released to foster homes.
(2) 3 were placed on probation for smoking (one) and fighting (two).
(3) 6 were suspended from school for truancy.
(4) 4 reported home problems.
(5) 9 received referrals as behavior problems.
(6) 2 were recommended for E.H. classes.
(7) 6 continued to have difficulty in reading.
(8) 5 continued to have difficulty with math.
(9) 24 were referred for general academic problems.

The counselors became very involved with the students during the six-week session, and the following statistics indicate their intensive follow-up:

(1) 224 phone contacts
(2) 118 mail contacts
(3) 458 personal conferences
(4) 83 home conferences
(5) 588 school contacts

One of the districts served by the project was so impressed with the project that they hired one of the summer professionals on a full time basis to work with the children who had attended summer school. It was significant that the number of referrals for this group was substantially lower than for the other districts, and the teachers and counselors in the regular schools expressed their reactions as follows:

(1) It was a real help to have someone on campus who had worked with these children and could give us insights when problems arose.

(2) I wish we could have this kind of information on all problem children who come to our schools.

(3) Why can't we have this kind of help with all our children. I have gained so much understanding of them -- and of myself.

(4) Is there any way we can get this kind of a program into our district on a full time basis?

The counselors had many suggestions regarding the needs of these children as seen during the summer and during the follow-up study:

(1) The child needs constant support and encouragement.

(2) The child wants to succeed and needs direction.

(3) The child needs more overt affection and love.

(4) The child resents rules he does not understand.

(5) The child is generally below grade level in achievement.

(6) The child is not necessarily below grade level in ability.

(7) The child does not necessarily come from a broken home.

(8) The child wants a goal - wants to succees - and can, if we give him honest help.

38 of the 105 students were classified in September, 1966 to have been a behavior problem. In March of 1967, only 15 students were still classified as a school behavior problem. However, an increase of 3% in home behavior problems was shown from September to the March report. A drop in truancy problems was also noticeable in the March report when compared with the September report.

Approximately 49% of the students were having no problems in readjusting to the school program. As had been expected, most of the students' difficulties were in the areas of reading and math since the 7th grade level work is more advanced than that expected of a 6th grader.

As the counselors made their monthly reports, the following examples were selected at random from the 105 as typical reports made each month for the ten-month period:

> Jimmy: The kind of problems he was manifesting in the month of February: "Citizenship," continued to be a major problem for Jimmy. He has had trouble functioning in certain of his classes.
>
> Results and Prognosis: Grades show a definite improvement; Jimmy has expanded more effect in doing his school work. Citizenship problem was discussed at length in my contacts with him and he feels he is doing better in this regard for two reasons:
>
> (1) trying harder
> (2) schedule has been changed by the summer school counselor.
>
> Jimmy has been transferred out of some of his troublesome situations. This was arranged by the follow-up counselor so that all of his academic classes were in the morning and not in the afternoon. It appears that his problems with academic problems were always in the afternoon classes, thus the changes were made and he is now doing a much better job.
>
> Betsy: Month of March: The only major problem this month is studying. She says that she had handed in most of her homework but still gets "F's" on her report card. She has been absent six days in this month, three of which the counselor feels she was really sick.
>
> Results: Betsy and the counselor have talked this over and it is my opinion that there can be no better results for her until her mother is more forceful with her.
>
> Ronnie: Ronnie is doing an excellent job. She is active in two activities and clubs and very happy indeed, in school and at home. Excellent change over last year. She has received a B- average in grades the first semester.
>
> Lou: Some homework difficulties and personal problems. Citizenship continues to be good. Some concern regarding

second semester scheduled music rather than art.

Results: Schedule was changed so that Lou can remain in art rather than music. This was a good move. In terms of homework, Lou is working harder in the Spanish and Social Studies areas that were low at the end of the first semester. As far as peer group relationships are concerned, it seems that there is a gang of boys at school who pick on other students. They have bothered Lou on some occasions. The counselor discussed this with Lou and has chosen to handle the situation by simply ignoring the gang at least for the time being.

Ken: Ken's kind of problem seems to be homework. He does well in school but homework is often neglected. Class behavior is no problem. Ken and his brother took their step-father's car for a joy ride and were assigned to clean-up around juvenile hall for two weekends. Results: The counselor discussed Ken's homework difficulties with him and his teachers. Ken said he is doing better and his teachers say they have noticed an improvement although he has a long way to do. The teachers indicate that Ken is now voluntarily staying after school to do his homework. As regards to the joy ride, Ken says he was wrong to do this and it will not happen again.

STAFF QUESTIONNAIRE

As in the high school program, at the conclusion of the junior high summer school, each staff member was asked to fill out a questionnaire concerned with how they saw the school dropout as differing from the "normal" student. As the junior high program was a school for potential dropouts, the questionnaire was geared to comparing how the potential dropout students differed.from the "normal."

The following report contains the comments made by the school principal, one counselor, one teacher, and the school psychologist. These separate viewpoints were included to give the reader an opportunity to see how each member perceived the students in a different manner. Also, a comparison of the comments made concerning the high school students with those of the sixth grade student will point out the similarities. The writer calls your attention to the fact that the similarities of the groups should be one of the major concerns of education today: We must find ways to meet the needs of the potential dropout in the elementary school prior to his entering junior high and high school and becoming a more severe problem.

Question: **Describe how the students at this school differ from the normal school student in his attitude toward school.**

Answer:

Male Psychologist

"Most of the students dislike school or face it with indifference. They anticipate limited success and little pleasure in school. School has not been fun and they have not had enough success in regular subjects to encourage them to want to come to school."

Female Principal

"They both have the same attitude toward school. The normal high school student has met success of some sort in a regular school, and the potential dropout has not. This is the fault of the school. More work must be done to discover the potential dropout's needs and to meet them. The entire structure of the curriculum must be changed, reshaped, redirected, so that the needs of the potential dropout are met as those of the normal student are."

Male Teacher

"These summer school students, with a few exceptions, are normal kids too. They are negative and hostile toward school because they find no success nor satisfaction there. Other students may be hostile towards school, but they endure it -- these kids rebel.

Male Counselor

"There is a general attitude of indifference toward school and a great deal of lack of interest in the academic areas. I got the feeling of, "Well, here I am. Do something with me." There was a great deal of interest and enthusiasm in the activity areas."

Female Counselor

"Most students welcomed the opportunity to seek solutions to their educational problems, and became increasingly cooperative when they were convinced of the sincere interest of the staff in helping them."

Question: Describe how the students at this school differ from the normal school student in his attitude toward authority.

Answer:

Male Psychologist

"Many of the students have not been able to learn respect for authority figures because the models in many of the homes have not lived up to what the child feels is right. In some cases, the child may resent the authority figure because he feels he cannot live up the expectations for him."

Female Principal

"There is great resentment toward authority that is phony and unrealistic to this type of student. Authority which is understood by him which is fair to him, which has a goal he can understand, and which is administered with compassion and fairness is welcomed."

Male Teacher

"Most of them do not react to authority as such. They are so involved in their own immediate problems, that they only hear the voice of authority if the reward is great or the punishment severe."

Male Counselor

"They do not want to be pushed into doing something or told

to do something. They want to have a part in making decisions which will affect them. They will push a person to see just how far they can go and in time they set their own limits."

Female Counselor

"These students seemed to respect the teachers' authority, welcoming order and the mutual respect derived from exercising self control. Those students with severe behavior problems, however, continued to test the staff throughout the summer session. Several of these youngsters, when they found out that we were not looking for ways to punish but help them, began to make an effort to help themselves."

Question: Describe how the students at this school differ from the normal school student in his attitude toward society.

Answer:

Male Psychologist

"Most of the students are not aware of society as a social order. They do have negative attitudes toward society. It would seem that this negative attitude is due more to the frustration of not being able to live up to the expectations of society rather than the feeling that society is wrong."

Female Principal

"The student's attitude toward society is mirrored in his attitude toward school and home. If it is real to him, he reacts well. Society which does not meet his immediate needs, and which has no meaning for him, is worthless."

Male Teacher

"To most of them, society seems to represent what 'they should do' - which is usually quite different from what 'they want to do.' Thus, society is usually seen as a restraining force by them. Most of them pull hard on the leash."

Male Counselor

"Many do not have a true feeling as to what society is.

Most make a strong connection with their family and peers. They have not reached the point that they feel that everyone and everything is against them."

Female Counselor

"Most of these children still look upon society as being friendly, not having had much experience outside of the home and school to make them think otherwise."

Question: Describe how the students at this school differ from the normal student in his motivation.

Answer:

Male Psychologist

"These students want to succeed, but they lack the confidence to try. They have tried and failed in their efforts to earn high grades, gain parental approval, or succeed in social relationships with their peers. There is vague awareness of why they do not try to read, take a test, or do assignments, but the reason comes to them in a general feeling of inadequacy. This feeling may then result in overt actions of aggression or be turned inward."

Female Principal

"There is little motivation for the student - or for a 'normal' student in a program which has no meaning for him. Again, our goal has to be to find areas of meaning and success, and motivation follows instantly."

Male Teacher

"These students are highly motivated to action. Again, this motivation is directed to what they want to do - not to what they should do."

Male Counselor

"Generally, poor motivation stemming fromthe lack of a good self concept. They have met defeat so many times in so many different areas that their will to succeed and try something new has been broken. But strong motivation to come to summer school!"

Female Counselor

"These students generally lack long range motivation. They seem to function best when they see some progress toward immediate goals, even though success may be minimal."

Question: Describe how the students in this school differ from the normal school student in his behavior pattern.

Answer:

Male Psychologist

"There is no one behavior pattern apparent for all students. The majority would be called hyperactive. This behavior manifests itself either verbally, physically, or both. There is a great deal of trying out with both peers and adults. Much of this action is an attempt to find limits. They are unsure of themselves and seem to be in constant motion trying to find out how they can meet their own needs and still get along with society."

Female Principal

"There is an increase in the behavior pattern in these students - in other words, they are MORE hostile - MORE active - MORE apathetic, etc., etc. than the normal student. When their needs are met, when they meet success, there is little difference between them and the normal child."

Male Teacher

"There was no singular behavior pattern recognizable in all students - unless it be that behavior generally reflected urgency - everything had to be NOW!"

Male Counselor

"Generally on an individual basis, the behavior was very good but as a group they excite one another to such a point that at times it was impossible to accomplish a great deal. We found it best to work in small groups so there was not such a great stimulus from so many different angles."

Female Counselor

"Behavior patterns varied tremendously because, even

though each has an educational problem, the causes and kinds were many."

Question: Describe how the students in this school differ from the normal student in his self image.

Answer:

Male Psychologist

"The self image of students who underachieve is below average. There is a distinction between the general self image and the school self image. Many students have a lower school self image than general self image. These students typically are more successful in social relationships with their peers. Many of these children got along well with other students in the school. However, they apparently resent the 'good' students, teachers, and many adult values. The quieter students are often of the passive-aggressive type. In some situations, they appear to be relatively stable, confident individuals, but when tested or during individual contacts, the aggression becomes overt. This group of students lack in both general and school self image."

Female Principal

"Very poor - having met with littls success, having no real motivation, being unable to relate, does not do their self image much good. However, they are much more grateful to those who help them achieve a better image. Their needs are closer to the surface, and their reactions are deeper."

Male Teacher

"Most of these children viewed themselves as failures, as inadequate, and too often as unworthy. They couldn't really conceive of themselves as succeeding, and thus very little energy could be mustered for positive efforts. They seemed much more certain that they would fail, and so with a fine sense of economy of effort, they began at the outset to build their defenses."

Male Counselor

"Self image was very weak in many cases. They could see that they did not fit into the old mold and at times, they had no feeling of belonging to any group be it family or school."

Female Counselor

"Too many of these youngsters have already developed a low self concept, as a result of school failures and various other ego-shattering experiences. They often see themselves as 'dumb' 'bad' or 'retarded.' "

Question: Describe how the students at this school differ from the normal school student in future plans.

Answer:

Male Psychologist

"At this age, the vocational plans are quite vague or artificial. This is even more true for the underachiever. He realizes that to be a professional person, he must succeed in school and therefore he has grave doubts in his ability to succeed. So, he tried to satisfy his immediate needs. There appears to be sort of an unconscious awareness of ability which creates even more frustration for the above-average ability child, who has some handicaps than for the child who has average ability in all areas."

Female Principal

"In regular school, they are vague if not non-existent. When school becomes meaningful to them, when they can relate immediate success to a goal, they start thinking in terms of future plans. However, we must remember that usually future plans have no meaning if their present plans are confused."

Male Teacher

"Most of them were by this time somewhat realistic about future plans.

Male Counselor

> *"Many future plans not too realistic according to students achievement and willingness to work. Many of these plans were ideas that came from parents and not from the students' own minds."*

Female Counselor

> *"Vocational plans, if any, or educational goals are usually quite unrealistic, because, paradoxically, even though their self image is low, they tend to see themselves in the future as astronauts, etc."*

Question: Describe other ways in which he may differ from the normal student.

Answer:

Male Psychologist

> *"The underachiever differs from the normal child in that he has failed too often in too many ways. Once a failure complex starts, it goes in a cycle with one mistake leading to another. He loses his confidence and drive to succeed. But he must keep trying to maintain what little ego he has and therefore he starts withdrawing or acting out."*

Female Principal

> *"These children differ only in intensity of need, and in poverty of successful experiences. The range of students at Crescent's summer opportunity program would match that of a 'normal' school - from low to high I.Q. - from withdrawn to hyper-active...etc. Everything was just much more intense."*

Male Teacher

> *"Other ways in which he may differ - in most ways, he does not differ from the 'normal' student."*

Male Counselor

No Comment.

Female Counselor

> *"These students tended to be more anxious, tense, and depending upon the individual personality, more withdrawn or aggressive than the normal student."*

Question: Would you please make a general statement as to why most students underachieve?

Answer:

Male Psychologist

> *"Most students do not underachieve because of lack of general mental ability. They underachieve because they have failed to have success in some area or areas of their life."*

Female Principal

> *"Because school has no meaning for them."*

Male Teacher

> *"School isn't getting them where they want to go."*

Male Counselor

> *"I feel generally that it is the inability of the student to fit into the structure of the regular school. Many students have not met a great deal of success since they started their formal schooling and they approach each new event with the idea of meeting more failure."*

Female Counselor

> *"I prefer not to make any assumptions concerning the reasons why most students drop out of school from experiences in this summer school. Also, I do not believe these students should have been tagged as "potential dropouts" at any time."*

Question: Do you feel that there is basically a significant difference between an unsuccessful and successful student?

Answer:

Male Psychologist

"See previous comments."

Female Principal

"Yes, the normal student has met success - the dropout has not."

Male Teacher

"One has given up - the other is still holding out."

Male Counselor

"The basic difference would be in the area of self image and self concept. With an improvement in self image, you will see improvement in attitude toward school, society, authority. You will also see a change in motivation and in behavior pattern."

Female Counselor

"I would not be qualified to answer this on the basis of experience in this program."

Question: Would you make the statement that unsuccessful students are generally lazy, immature, dull, normal intelligence, etc.?

Answer:

Male Psychologist

"Unsuccessful students are not lazy or lacking in general intelligence. Many act immature, but it is probably more accurate to say that they make inappropriate actions in trying to meet their needs. They have been handicapped in some way. There is evidence of health problems, minimal cerebral disfunction, mixed dominance, etc. Home problems, moving often, cultural deprivation, and other environmental factors are contributing factors to lack of school success."

Female Principal

"See other comments."

Male Teacher

"No such general statement."

Male Counselor

"I feel about the only general statement that can be made is that most of the students have a poor self image."

Female Counselor

"I would prefer not to make any such generalized statement."

Question: In your opinion, does parental attitude play an important part in the life of a school underachiever? If so, how?

Answer:

Male Psychologist

"The parental attitude is probably the most important factor in success or failure of a child in school. Most handicaps in themselves are not sufficient to cause general failure. Many parents who are very concerned with their child's school progress unwittingly set up a situation which may turn a temporary difficulty into a major problem. Reading problems are often created by parents who are overly concerned with the success of their child in this subject. Their own egos demand the success and they become emotionally involved in the lack of progress."

Female Principal

"Yes. These students do not have parental approval either."

Male Teacher

"Yes. See other comments."

Male Counselor

"Yes. The child has spent the first five years of his life in the home with his parents. During this time, he has developed his basic personality. Behavior patterns have also been developed during this time. I feel this is the most important part of a child's life."

Female Counselor

"I would not be able to comment on the basis of the summer school experience."

Question: Have you seen any appreciable difference of attitude toward education of the parent of an unsuccessful student versus the parent of a successful school student?

Answer:

Male Psychologist

"The majority of the parents showed a positive attitude toward the summer guidance school. Cum folders indicate that a few of these parents have not always shown a positive attitude toward school. They feel education is important, but they are not always ready, willing, and able to make the necessary changes in the family interpersonal relations which might help with the problem."

Female Principal

"In a normal school they are suspicious and critical. In the summer opportunity school when their children met with success, they were grateful and cooperative."

Male Teacher

No Comment.

Male Counselor

"No, I have seen the same degree of interest and cooperation from the parents this summer as I have during the regular school year."

Female Counselor

"The parents of the summer guidance school students were apparently all anxious to help their children and cooperate. However, it should be remembered that the youngsters were accepted only if the parents expressed their attitude."

CHAPTER 15

WHAT DID WE LEARN ABOUT SIXTH GRADE POTENTIAL DROPOUTS?

The most basic concept learned by the staff is that sixth grade potential dropouts want an education as much as any student in school. However, since he has been unsuccessful thus far in school, he feels he cannot succeed. He says, "I can't read and I can't do well on tests." He is almost convinced that he is dumb, while at the same time he feels he is not. He does not really know why he does not do better and feels frustrated and resentful. His self image as a person and as a student is extremely low. He is so busy trying to accept himself and trying to be accepted by others that there is little time and energy left to devote to school. The desire to be accepted is paramount in his life. These students revealed the overall picture expressed by the other students that:

(1) academic study methods were in varying degrees of disorganization;

(2) the attention span for traditional classroom instruction was found to be a maximum of ten minutes;

(3) large group instruction was not beneficial unless each student's hands and minds were occupied in a learning situation of their interest;

(4) it was observed that disturbed students (discipline-wise, academic or emotionally) showed great concern for their improvement;

(5) these students appeared to have a normal awareness of happenings around them;

(6) students displayed normal enthusiasm through exploration of personal interest areas for future levels of occupation

(7) the lack of personal organization on the part of the students indicated to the teacher a need for continual counseling and structured paths by which each student could know hiw limits without the threat of corporal punishment;

(8) students indicated an awareness of their academic pro-

blems, but had no idea how to solve their difficulties.
Student: "I need help in planning things."
This quote came from a questionnaire about the individual. The question was, "What can you do to make yourself more like what you would like to be?

(9) Students indicated great concern over their names, body structure, talents, and acceptance by peers;

(10) Students of this type harbor a great deal of nervousness in a traditional classroom situation;

(11) When asked, "What do you think your main problem in school is?" The severe cases answered, "Reading! I don't understand what I read." Others replied, "Study harder, listen more, stop procrastinating, I don't know, I just want to be a better student." These students did work well when avenues to study were approached with the students' interest and ability level in mind.

The following indicates aspiration levels in order of preference expressed by eighty students who ranged in ability from low-average to gifted:

(1) 14 students aspired to pilots, airline hostesses, etc.

(2) 13 students saw themselves connected with some form of oceanography.

(3) 11 indicated a great interest in space exploration.

(4) 10 students aspired to field of taxonomy.

(5) 7 students wanted association with animale - horse racing, veterinarian, etc.

(6) 7 harbored thoughts of major league baseball.

(7) 6 students saw themselves as future astronomers.

(8) 6 ventured thoughts of police work.

(9) 3 saw themselves in the future as teachers.

(10) 2 wanted to work in the harbor on tug boats, patrol, etc.

(11) 1 as a lawyer

(12) 1 as a doctor

Did this program change the attitudes of students who took part in it? This cannot be evaluated until these students have had the opportunity of six more years of school and have attained their goal of a graduation diploma. Since it was an experimental program, only an estimate can be made at this time. The professional staff believed that changes took place which were noticeable through the behavior of the students at school, which were demonstrated by their manner of dress and the work that they performed during the latter part of the summer session. Also, we do know that the students were better able to talk about their difficulties with helping adults and in small counseling groups than they were when they began the program. Further, it was the opinion of the staff that each student's self image had improved tremendously, manifested by an extreme amount of interest displayed in wanting to get back to school in the fall.

The writer believes that educators and education first of all must reach down to these unsuccessful students before they can reach up.

CHAPTER 16

RECOMMENDATIONS

The High School Program

The early school leaver, or if we undress the fancy name, the school dropout, faces life similarly to a very young, unmarried girl who has discovered that she is an expectant mother. She realizes she is too young for motherhood. Her parents will reject her and the expected baby. Society will reject her for her immoral deeds. The baby is already is already classified and rejected by society. There is no opportunity for a second chance. Although there are known preventive measures, the young girl does not provide herself with them. At the time of the birth, the child is not wanted nor welcome in his own household or in society. It will be best for all if the baby is placed away from the home and family and soon forgotten. However, it is not easy for the young mother to forget. When one analyzes the situation, there is a human being involved and this human has some rights although he will always carry a stigma that society gives to a birth without marriage.

The dropout also finds himself in this rejected state. He is the unwanted student, for the school has informed him many times that he is not wanted, and has finally shown him the door that opens outwardly much easier than it opens inwardly. The labor forces have told him that he is a surplus. Society has rejected him, not because he is an unworthy citizen, but because he is uneducable. Parents have given up on him and will alwayd claim that he is a dunce -- dumb -- stupid -- lazy, and the only reason he doesn't learn is that he doesn't want to learn.

No one really wants to take the blame for the predicament that this young person is facing. He is left to butt his head against all the forces of education, labor, economy, society, and family; to shuffle for himself so to speak, and find his way if he has the strength to withstand the negative pressures against him. The paramount question for all society, all agencies, is "Who is responsible?" Who has the responsibility to help this human being? The school dropout has had the opportunity for a quick look at what the world expects of him. As he explores the labor forces, he realizes that without special technical training, he will be unable to provide a living for himself and his family. As he applies for jobs in various industries, he is told time and again that they accept people with high school diplomas only. He finds that automation and technology have replaced the minimal skilled and unskilled work which he thinks he can do. His dream of fitting into the labor forces is shattered by reality. Thus, the only thing left for him to do is to return to school.

As he thinks of the possibility of returning to the educational institutions which have already failed him, he often wonders if by chance they have made any significant changes since he left. He has observed tremendous changes in automation and technology which have far surpassed anything that he has seen in educational institutions. Is it the responsibility of the school system to welcome this mass of manpower again in its halls of ivy? If the educational institution rejects him, what will be the future of the untrained, uneducated individual. He can turn to crime and is often forced to make the best of a bad situation over which he has very little control. Who then will welcome him back if not the educational institution? The educational institution's primary purpose is that of developing an educated citizenry. The role of the educational institution is to build into lives of its students attitudes, knowledge, skills, and behavior expected of successful adults in American communities. However, when patterns of failure begin to develop in young people, it is the school as the first social agency where such behavior patterns may be identified.

Studies have revealed that dropout potentialities are plainly visible between the third and the fifth grades of school. From that point on, the potential dropout keeps stumbling right out of the school. State and community agencies have found it necessary by the very nature of the school dropout problem to turn to the segment of society which has these children a significant share of the time. This agency, of course, is the school system. No other agency deals on a consistent, sustained basis with children and youth. Therefore, it is the first recommendation of this report that education should accept this responsibility of the school dropout and work hand-in-hand with other agencies in developing a preventive program which would save human waste. Educators should not concern themselves about who is to blame for this problem. Quite often, the school has failed the students as much as the students have failed themselves. The writer's first recommendation is to accept this challenge and responsibility and move forward into developing programs that will benefit these millions of young people in our nation.

Second, any program that is to be developed for these youngsters must first attract their attention. Learning is not a forced action;it is a desired one. Therefore, these students must develop an awareness of self and this awareness can be seen only through the eyes of the student himself; the education institution can provide him with professional counselors who will offer him an opportunity to see himself as he is and to discover who he is and where he is going. Any program that is to be effective must include, first of all, the means for the student to develop the desire for learning and knowledge.

Third, the writer recommends that medical check-ups be almost imperative in working with these students. A small physical disturbance will often block the student's desire for learning. In our study, approximately 50% of the students needed some medical or dental care.

Next, a curriculum must be developed so the students will be able to experience immediate success. No program dealing with the potential or dropout student will be successful if its curriculum is just warmed-over stew. The re-hash of what these students have failed before is a complete waste of time. To re-use educational aids that have been used over and over again is a lost effort. The best material to work with these students is curriculum that is designed and created by the teachers for the individual students. The Creative Analysis technique provided such opportunity for our staff to develop its own material and certainly met the needs of these five hundred youngsters.

The desire for learning is as important in the area of curriculum as the desire for social acceptance. It is generally the technique that is used by the individual instructor that is more effective. We found in our study that the techniques of group instruction provided challenging and provocative experiences. Our instructors used small group techniques which would provide an interchange of action and reaction concerning material which was presented. The term "group methods" is defined as a small cluster of students, not more than nine, where there is interaction taking place. Far too often, teachers and other educators are under the impression that the total class is a group. This is far from being true since a group is only a group when there is interaction between all of its members. However, caution is given here concerning the effect that group methodology will have on students. It is a stimulating and motivating instrument.

As the writer is a part-time instructor for the University of California, he has a class on group methodology wherein he encourages teachers to return to their classroom and attempt this method. However, the criticism that is returning to the class is that administrators in some schools are not ready for this type of instruction. They say it is too noisy, that learning only takes place in a room that is quiet. This is far from the truth as we have learned. Students need this interchange and action that group methodology provides for them. Frankly, a school must be a place of activity and action. Action and motivation work simultaneously together and motivation increases the desire for knowledge. Thus, it is our recommendation that group methods of instruction do have their place in school, and our school administrators should encourage usage.

Reading deficiency was found to be the most prevalent weakness of the dropout and potential dropout students both in high school and sixth grade centers. Thus, the importance of stressing reading and more reading is recommended in this report. Far too often, reading classes stop at the seventh or eighth grade. It is our recommendation that reading should be offered at all grade levels from kindergarten through twelfth and that the reading instructor must be one who is trained in reading techniques. Far too often, the reading classes are assigned to inexperienced or new teachers who have little interest and no ability in teaching reading. A case in point: In my university class, there are five teachers who are responsible for reading instruction and none of the five have ever had reading classes themselves. They were assigned by their school administrators to do the best they could. We can ill afford to take this lackadaisical attitude toward the greatest commodity of mankind -- his ability to read. We have demonstrated without a doubt that although students may be retarded in reading as much as five to six years, they can learn to read and they want to learn to read. They will learn to read if provisions are made for them. In a short six-week period, students gained an average of over one year in reading, with one student in particular who gained five years and six months in reading. Any reading technician will tell you that provided the techniques and methods are used properly, reading can be taught easily and rapidly. Again, the techniques are the important factors.

Our use of drama, role-playing, cameras, listening stations, walkie-talkies, music, and other such endeavors were creations of the reading instructors.

Art and drama played a vital part in the success of these students because they provided activities to release their tensions. Students were given an opportunity to identify with the characters in the drama they were playing. Art activities provided them the opportunity to express their feelings on paper. For anyone considering developing a program to help these youngsters, it is highly recommended that drama and art be a vital part of the planning.

It should go without saying that this experimental program has been effective for the students who attended. They have demonstrated this through changes of behavior and attitude, as well as their academic growth as measured by testing instruments. The writer would highly recommend that such programs be continued each summer for those students who desire to attend and who want to learn. From our experience, we have learned that to force a student to attend a summer session of this nature is very ineffective. Only students who express a willingness to sacrifice their summer vacation in order to obtain help will put forth the effort and time to make this a profitable endeavor.

Building upon the previous experiences of developing four high school centers for potential and dropout students, the fifth school was developed for sixth grade students who were entering the seventh grade. Although not enough data for follow-up information is available at the time of this writing, on the surface it would appear that these students did equally as well as their high school counterparts. This program is also recommended for continuation on a summer school basis, for it appears that the opportunity to unite these students with interested educators has a startling effect on all involved in such a program.

Many educators agree that the characteristics of potential dropouts are basically noted at the third to fifth grade levels. It would be recommended that similar programs as described in this report should be attempted at the third grade level and considered even at the first grade level. Again, the opportunity to discover self can occur at any age and the discovery of self is the most vital experience that a human being can achieve. A program of this nature for the lower elementary grades would provide students the necessary skills upon which to build their future educational goals and possibly forstall many of the heartaches that otherwise they may face.

RECOMMENDATIONS

A Look Into the Future

Assuming now that the responsibility of educating the school dropout remains primarily with the educational institution, what really can education do in preventing this loss of human potential, the school dropout?

The writer is recalling his twenty-two years of past and present experience as an educator, psychologist, and sociologist. The following recommendations may be considered idealistic rather than realistic. However, the reader may find, after careful consideration, that the proposals could actually be a possibility. If we take a look at our military schools throughout the United States, we will find outstanding programs in operation. It is without question that we are turning out the best military minds of any nation. As you look into the classroom of these schools, you are astonished by the small number of students in each class. As you look into the science labs, you are again amazed as you find the student-teacher ratio is often two students to each teacher. Who pays for such fine educational programs? We, the taxpayers. Is it therefore asking too much for us to consider at this point to expect a similar type of educational program for our non-military sons and daughters? No one would question that need for such an outstanding program for the military. Should we question the need for such an outstanding program for our citizens of tomorrow?

My first recommendation is to provide a student-teacher ratio at the elementary grades of one through six that would give students the opportunity to get to know his teacher and have the teacher know his students. This would afford the student the basic foundation of a good, positive relationship with education. The recommended ratio is one teacher to every fifteen students in the elementary school.

Secondly, in our findings, we discovered that the attention and learning spans of students are not in excess of thirty minutes in one given setting. Thus, it is recommended that classes in grades one through six be limited to not more than thirty minutes per period.

Third, students in grades one through six should be permitted to move from one classroom to another at the end of each of his thirty minute class sessions. The research that has been carried on since 1961 concerning the dropout and potential students indicate that these students' recollections of their saddest educational experiences were in the elementary grades where they were forced to stay in one room from the beginning of one day until its end for one complete school year.

The mobility of students would prevent boredom for both the teacher and the student and particularly would provide physical activity for the students moving from class to class. This would eliminate much of his frustrations and hostilities that are generally compounded by the continual contact and association with the same students and teachers throughout the day.

Next, one of the most frequent complaints made by parents in evaluating the lack of success made by their students was that the students had a poor teacher in the elementary grades. The moving of students from teacher to teacher would prevent such criticism and would provide the students with a much broader educational training. It would give the student an opportunity to develop relationships and identification which he so needs with other teachers than the one he is presently assigned for the entire year.

The use of ungraded and flexible classes would strengthen the educational program considerably. Teachers would be able to teach subjects of their own strength and interest rather than being compelled to teach their weakest subject areas. Both the motivation of the students and the teacher would increase immensely under the ungraded and flexible system.

Ungraded and flexible scheduling would offer an opportunity for the student to work in all subject areas at his own ability level without the stigma of constant failure and not working up to certain grade expectations. Also, it would provide the opportunity for the student who is in need of more reading instruction than his peers to adjust his program to arrange for such additional time as would be required for him to learn the basic reading concepts.

What would this proposal do in preventing dropouts? A look at what we have learned in this study would provide the answer:

(1) He needs an opportunity to succees; this proposal will provide him with this opportunity.

(2) His greatest resentment is against authority; his resentment of authority can frequently be traced back to his failures in school and this proposal would offer him the opportunity to work closely with the authority figure -- the teacher.

(3) His greatest interest is in himself; this proposal would provide the student an opportunity to become acquainted with himself under the guidance of a professional staff member.

(4) He has had a past history of continual failure in the school program; this proposal would provide him with the opportunity of daily successes and create a positive atmosphere which would motivate him to work harder to improve his grades.

(5) He is frequently absent; the findings of this study have been that absenteeism among school dropouts is not due primarily to illness but to boredom, rejection, and inability to keep up with the other class members in his work; This proposal would provide the close, friendly relationship with students and teachers that would make a marked difference in his attitudes about attending classes.

(6) He is usually a lonely person with few friends; this proposal would give him an opportunity to develop close friendships in his classrooms as well as on the school playground.

(7) His self image is so seriously damaged that he considers himself to be stupid, dumb, and no-good; this proposal would provide the student with an opportunity of daily success that would reinforce a positive attitude of self.

The reader is asked to question himself, "Why wouldn't it work?" Look past the elementary school to the effect this type of program would have on the junior high and high school curriculum. Imagine that these higher educational institutions would not be required to teach as many remedial classes as they do. Their valuable time could be spent in teaching richer programs rather than remedial. As one looks into the secondary schools, far too much valuable time is lost in the educational lives of these young students because of lack of proper preparation and achievement in the lower grade levels.

Technological advancements in space, automation, and industry have far excelled the advances of education. Although there are token experimental programs being developed in education, we are still a decade behind the times in comparison to industry and private enterprise. What is needed in educational circles today is an educational earthquake, and the first upheaval should break the outdated methods of curriculum instruction. The graded school was developed in 1537 as a solution to the grouping problem in the sixteenth century. The same grouping system is in effect today across the schools of America.

School administrators must permit new, vivacious teachers as well as many older in terms of service to experiment with programs that will benefit the students, rather than being a hindrance with outdated, dogmatic rules of the past. It is our charge as educators to educate for the space age and to do this we must be creative and innovative in practice and thought and be free to develop the young mind of tomorrow.

I do not want to end this book on a negative criticism of education. This book should end on a happy, positive statement of education and its future. It has been said that whosoever criticizes without making suggestions for improvement ought to keep quiet. This seems to mean that a person who cannot bake a cake should say nothing about one that is served burned. However, I have offered here a complete study of the nature, extent, and characteristics of the potential and school dropout from ages eleven to twenty-one and from grades six through twelve. I have offered here ideas for educational changes which I consider myself qualified to do.

Man's most desperate problem is to know himself, to realize his worth to mankind, and to be able to produce as his ability will permit. This is man's primary purpose in life. We have offered here a program that has had national recognition, and has had an effect on hundreds of young teenagers. I am proud of my profession, for we are just beginning to look at outselves. From this knowledge we are gaining about ourselves, we are developing a keen interest and desire for change. This change is being manifested across our nation and particularly at the nation's capitol, where proper funds are being made available so that educators can develop programs that will hopefully bring us closer in line with this rapidly changing society. We are looking for the time when we can send out notices to "bring the best robe and put it on him and put a ring on his hand, and shoes on his feet, and bring the fattened calf and kill it and let us eat and make merry, for thy son was dead and is alive again. He was lost and is found." This parable is an excellent closing analysis of education today. We are on the threshold of change because of reserach and experimental programs such as the one studied here.

Something has happened to me as I have written this book about the school dropout with whom I feel so deeply involved. Ideas and emotions have been poured into this document in hopes that it will benefit those who take the time to read it and study it carefully. I have clarified my position and surely committed myself far beyond what I ever imagined possible.

APPENDIX

Members of the Summer School Staff
1964

Ralph C. Hickman, Ph.D.	Director, Principal County Schools Office
Counseling Staff	
Donna R. Nelson	Counselor Fullerton Union High School District
** C.F.A. Powell, Ph.D.	Counselor Huntington Beach Union High School District
Clifford Rothrock	Counselor Anaheim Union High School District
Teaching Staff	
James Henderson	Teacher Fullerton Junior College
Walter Pierce	Teacher La Mirada School District
Mary Wise	Teacher Rosemead School District, Los Angeles County
Naoma S. Troxell	Psychologist County Schools Office
Dr. Kenneth D. Hopkins	Special Consultant University of Southern California
Dr. Albert Upton	Special Consultant Whittier College,
Sue Smith	Secretary

** Portions of doctorate dissertation are included in book.

Members of the Summer School Staff
1965

Ralph C. Hickman, Ph.D.	Director
Thomas S. Kelly	Administrative Assistant County Schools Office
** Thais S. Yeremian, Ph.D.	Psychologist Huntington Beach Union High School District
Counseling Staff	
Gerald Balser	Counselor Anaheim Union High School District
Patricia Fisher	Counselor Villa Park High School, Orange High School District
John Flood	Counselor Santa Ana Unified School District
William Smitheran	Counselor Garden Grove Unified School District
Teaching Staff	
Shirley Agress	Teacher Fullerton Junior College
Marvin Levine	Teacher Orange Unified School District
Margaret McCarty	Teacher Monte Vista High School District
James Henderson	Teacher Fullerton Junior College
Walter Pierce	Teacher Lowell High School District Fullerton
Leona Houston	Executive Secretary
Dian Rosenhamer	Secretary

** Portions of doctorate dissertation are included in book.

STAFF MEMBERS OF THE THREE SUMMER SCHOOLS
1966

Ralph C. Hickman, Ph.D.	Program Director County Schools Office
Walter Winters, Ph.D.	Director of Psychological Services Huntington Beach Union High School District
** Gloria Davenport	Special Assistant to the Director
Dr. Albert Upton	Curriculum Consultant Whittier College
Alice Herrick	Nurse Orange Unified School District
Angela Todd	Executive Secretary
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Staff of School Number One

C. D. Johnson	Principal Huntington Beach Union High School District
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Counseling Staff

Fred Garcia	Counselor Orange Coast Junior College
Hal Schrupp	Counselor Orange Coast Junior College
Lee Carnahan	Counselor Huntington Beach Union High School District

** Portions of master's thesis are included in book.

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Martha Hall	Counselor Newport Mesa Unified District
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William Moorhead	Teacher Anaheim Union High School District
Ron McVeigh	Teacher Huntington Beach High School District
Mary Wise	Teacher Whittier College
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Diane Klein	Secretary

Staff of School Number Two

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Barbara Huddleston	Psychologist California State College, Long Beach
Counseling Staff	
Don Meyer	Counselor Santa Ana Junior College
Don Ridge	Counselor Fullerton Union High School

Dave Salisbury	Counselor Anaheim Union High School District
Mary Jo Weidmann	Counselor Laguna Beach Unified School District
Ron Williams	Counselor Garden Grove Unified School District
Teaching Staff	
Margaret McCarty	Teacher Monte Vista High School
Frank Miller	Teacher Orange Coast College
Stewart Rogers	Teacher Santa Ana Junior College
Sam Stovall	Teacher Westminster High School Huntington Beach Union High School District
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Dian Rosenhamer	Secretary
Sally Adams	Secretary
Gerald Balser	Special Consultant, Anaheim Union High School District

Staff of School Number Three — For Incoming 7th Graders

Elayne Hofmann	Principal Anaheim Union High School District
Dale Rice	Psychologist Orange Unified School District
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Don Tyrrell	Counselor Huntington Beach High School District
Patricia Griffiths	Counselor Anaheim Union High School District
Warren Bratcher	Counselor Anaheim Union High School District
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Teaching Staff	
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Richard George	Teacher Capistrano Unified School District
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Robert Mulligan	Special Consultant Department of Education Washington, D. C.
John Thorslev	Budget Analyst Department of Education Washington, D. C.

LIST OF COMMITTEE MEMBERS INVOLVED IN THIS STUDY

ORANGE COUNTY STUDY GROUP ON JUVENILE JUSTICE
1960

Ralph C. Hickman, Ph.D.	Director, Orange County Study Group
William Bastendorf	Orange County Schools Office
Alice Bannister	Counselor, Willard Junior High School, Santa Ana
Eleanor Broline	Supervisor of Attendance Santa Ana City Schools
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William Cullen	Principal Dale Junior High School Anaheim High School District
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Rod Heckelman	Psychologist Newport Mesa Unified School District
Leslie Miller	Principal Newport Mesa Unified School District
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James Moffat	Counselor La Habra High School, La Habra
William Montanna	Vice Principal Orange Unified School District
Robert Read	Vice Principal Anaheim School District
Mary Salocks	Nurse Alamitos School District

Laurel Simpson	Counselor Valencia High School, Placentia
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Kenneth Trimble	Principal Joplin Boys Ranch
Naoma S. Troxell	Director of Guidance Orange County Schools Office
William Wewer	Principal Roosevelt School, Anaheim

COMMITTEE ON YOUTH PROBLEMS AND PROBLEM YOUTHS
1961-62

Ralph C. Hickman, Ph.D.	County Schools Office (Chairman)
Linton T. Simmons	County Superintendent of Schools
Edward J. Allen	Chief of Police, Santa Ana
Paul C. Cook	Superintendent of Schools, Anaheim
Thomas P. Douglas	Director, Department of Social Welfare, Santa Ana
Richard T. Hanna	Assemblyman, Fullerton
Robert F. McCurdy	President California Congress of Parents and Teachers Association
John Turner	Executive Director of Family Service, Santa Ana

DROPOUT COMMITTEE MEMBERS
1962-63

Ralph C. Hickman, Ph.D.	County Schools Office, Chairman
U. Edward Harding *	Consultant Child Welfare and Attendance County Schools Office
Dick Denholm *	Consultant Math and Science County Schools Office
Dick Buswell *	Activities Director Capistrano Unified District
Harry Garber *	Principal Adult Education Garden Grove Unified School District
Martha Isenberg *	Counselor Laguna Beach Unified District
Ralph Kingsbury *	Attendance Coordinator Anaheim Union High School District
Wilford H. Lane *	District Coordinator Pupil Welfare and Attendance Fullerton Union High School District
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William Montanna *	Administrative Assistant Orange Unified School District
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Maxine Whisnant *	Dean of Girls Brea-Olinda School District
Thomas S. Kelly *	Coordinator of Youth Opportunity County Schools Office Chairman, 1963-64 Committee
Joseph Hamblet *	Director Instructional Service Newport Mesa Unified School District

* Also committee members of 1963-64 committee. Thomas Kelly, Chairman

COMMUNITY SUPPORT

The County of Orange, California, is located in Southern California between the cities of Los Angeles and San Diego. The county's population is well over one million with miles of sandy beaches at one end, including Laguna, Newport, Huntington, and Malibu Beaches, and backed by the hills of Saddleback and the Brea oil fields. Geographically, it is a large area with many concerns and particularly the concern of growth, as it is one of the largest and fastest growing counties in the United States.

To attempt to develop community support in a program of this nature was predicted to be almost impossible. However, the county seemed to be ready for such an endeavor as 100% support was obtained from various community organizations. Particularly, this was true of the news media, newspaper, radio, and television, not only in Orange County, but in the larger county of Los Angeles itself. The community support came from:

(1) Orange County Federation of Women's Clubs, Junior Membership

(2) Orange County Federation of Women's Clubs, Senior Membership

(3) First Methodist Church of Orange, California

(4) Kiwanis Clubs of Fullerton, Buena Park, Anaheim, Santa Ana, Huntington Beach, Laguna Beach, Orange, and Garden Grove

(5) Lions Clubs of Santa Ana

The support from these various group included financial assistance to the program for student transportation, babysitters for the married mothers who were not able to pay their own, and new and used clothing for students who were returning to school. Social activities during the follow-up study such as the Christmas Party, Easter Dance, etc., made money which was banked for the purpose of student loans for personal bill.

There are seventeen newspapers in Orange County, each of which supported the program with thousands of words, covering a four-year period. The news media was very supportive and accurate in their reporting of the school activities. Long Beach news media and the Los Angeles Times also carried many stories and pictures of the summer school projects. A local Orange County radio station had many special programs devoted to the school in which students were interviewed on several occasions. One of Los Angeles' largest television stations showed a special feature on a Sunday evening of the program in operation. A national television network devoted portions of a program to the operations of the summer guidance school.

In 1965, representatives from Washington, D. C. visited the summer guidance school. From this visitation, the Orange County Summer Guidance School was named the number one school in the nation of those who were working with school dropouts. There were over three hundred such programs operating in the year 1965. Because of this distinguished honor, many articles about the program appeared in Newsweek Sunday Magazine; professional articles were printed in New London, Connecticut; and feature articles appeared in many state publications such as the California Journal of Secondary Education in 1965 and 1966. Another article is to appear in 1967. The program also had the distinction of being the feature article in California Education in 1964 and again in 1966. The Dropout Recovery Program has been discussed on the floor of the State Legislature in Sacramento, California on several occasions; it appeared in the Legislators' News Commentary, resulting in inquiries from representatives at the state level.

Another distinction of the program is that it was chosen as one of four pilot programs by the Department of Health, Welfare, and Education in Washington, D. C. to be used as an example of operational projects under the 1965 Educational Bill, Title III, which was to provide money for innovative and creative programs. This summer school project was the only one selected as the other three pilot programs were in math, science, and humanities.

The program again distinguished itself by being selected in three different years to be presented at the state convention of the California Counseling and Guidance Association. Twice it was selected for the National Convention of American Personnel and Guidance Association, once in Washington, D. C. and the second time in Dallas, Texas.

Two colored sound movies were made of the summer school of 1965 and 1966. Five copies of the film have been developed and have been mailed to more than fifteen different states across the United States. It is not known in how many separate cities the films have been shown. Requests are still being made for the use of the films. The purpose of the films was to give educators and lay people a better insight into the functions of this program and ways to operate a similar one.

The Orange County Federation of Women's Clubs contributed one thousand dollars for the development of these films.

The director of the project has appeared in many school districts within the state of California as well as the states of Arkansas and Oklahoma to discuss the project and help set up similar ones there.

One hundred and fourteen visitors from out of the state of California visited the three-year program. Over two hundred and eighty visitors within the state visited as the schools were in operation. This included senators, congressmen, state superintendents of schools, state superintendents of instruction, and many other dignitaries.

The school was also used as a training center for professional educators. Sixteen students trained for counseling positions during the summer sessions. Three psychometrists were trained, and two psychologists used the summer school as their field work experience in obtaining their credentials. A considerable amount of reserach data naturally has developed in this experimental summer program. Four professional educators have received their doctorate degrees by writing dissertations on the summer school and its reserach without duplicating ideas. Six students have completed masters' theses from the research, again without any duplication. Three masters' theses are still in progress and will not be completed until the end of the 1966-67 follow-up study.

However, the greatest thrill of all for those who have been involved and committed to the betterment of the school dropout is the fact that of the twelve high school districts in Orange County, eight have developed a continuation school, either accepting in total the philosophy of the summer guidance school, or in part. This gives an opportunity for over five hundred and eighty students to have a similar experience during the regular school year. One district in the county area has adopted a summer program similar to the one operated here for the summer of 1967. Another large district has applied for federal funds to operate three similar summer programs in that district.

One must conclude that the program's effect on local, state, and national educational philosophy is not measurable at this time. Certainly, everything obtained from the program is for the benefit of students, mankind, and society in general. Financially speaking, Mr. U. S. taxpayer received his dollar's worth for his investment in this program.